DOCUMENT RESUME

ED 068 696 VT 017 199

TITLE	Second Report of the Washington State Advisory Council on Vocational Education: Part I, Findings, Conclusions, Recommendations, and Part II, Commentary and Detailed Survey Results.
INSTITUTION	Washington State Advisory Council on Vocational Education, Olympia.
PUB DATE	71
NOTE	115p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Administrator Attitudes; Advisory Committees; *Attitudes; *Opinions; Parent Attitudes; Program Effectiveness; *Program Evaluation; Public Opinion; *State Surveys; Student Attitudes; Teacher Attitudes; *Vocational Education
IDENTIFIERS	*Washington State

ABSTRACT

To determine the public's attitude relative to vocational education, the Washington State Advisory Council on Vocational Education distributed attitudinal opinionnaires to 2,200 individuals randomly selected from predefined users of vocational education services. The users included: (1) teachers, students, and administrators in public schools, community colleges, and vocational-technical institutes, (2) representatives of business, labor, and agriculture, (3) employees of the State Division of Vocational Rehabilitation, Employment Security Department, and local public assistance offices, and (4) the general public. Analyses of 1,000 responses revealed that: (1) There are only rare instances of disagreement relative to vocational education's image among the various publics surveyed, (2) A great many factors will affect the image or prestige of specific vocational education activities including the physical plant of the vocational facility, its location, the degree of national, state, and local commitment to vocational programs, and the competency of vocational instructors, and (3) To a large extent, the image of vocational education will depend upon the nature and quality of the program with which a particular individual or group is most familiar. (SB)

FILMED FROM BEST AVAILABLE COPY

ED 068696

SECOND REPORT

Washington State Advisory Council On Vocational Education

PART I

Findings, Conclusions, Recommendations

VT017199

1971

WASHINGTON STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

M. Craig Merrill, Chairman
Floyd A. Sexton, First Vice Chairman J. Alan Duncan, Second Vice Chairman
R. H. Putman
Executive Director

Members

Edward J. Armbruster Manson, Washington	Manson School District No. 19
Bruce Brennan Tacoma, Washington	Administrative Director L. H. Bates Vocational-Technical Institute
Mrs. Maxine Daly Olympia, Washington	Commissioner State Department of Employment Security
Clarence Desautel Coulee Dam, Washington	Chairman, Employment Committee Colville Tribal Council
J. Alan Duncan Seattle, Washington	Specialist, Occupational Education Seattle Public Schools
Walter C. Hundley Seattle, Washington	Director Seattle Model Cities Program
William C. Jacobs Olympia, Washington	Director State Department of Labor and Industries
Mrs. Harriet Jaquette Mercer Island, Washington	Chairman, Board of Trustees Bellevue Community College
Wallace Johnson Seattle, Washington	Director, Seattle Opportunities Industrialization Center
Gordon McCloskey Pullman, Washington	Professor of Education Washington State University
M. Craig Merrill Seattle, Washington	Assistant Vice President and Manager Employment Department Seattle First National Bank
Emmett Nelson Spokane, Washington	Partner Nelson-Lydig, Inc.
H. M. Olsen Seattle, Washington	Executive Director, Washington State Council of Farm Cooperatives
Ignacio Resendez Sunnyside, Washington	Consultant Migrant Records
Mrs. Karen S. Riley Olympia, Washington	College Service Assistant Evergreen State College
Floyd A. Sexton Seattle, Washington	Coordinator, Joint Apprenticeship Committee Seattle Area Plumbing and Pipefitting Apprentice and Journeyman Training Trust
Lyle Tinker Olympia, Washington	Executive Director Governor's Manpower Coordinating Committee
Daniel B. Ward Olympia, Washington	Director State Department of Commerce and Economic Development
Robert Wallenstien Moses Lake, Washington	President Big Bend Community College

ED 068696

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SECOND REPORT

Washington State Advisory Council On Vocational Education

PART I

Findings, Conclusions, Recommendations

FILMED FROM BEST AVAILABLE COPY

1971

PREFACE

With exploding technological advance, the requirement for highly skilled workers has increased accordingly. At the same time, unskilled jobs in proportion to skilled have diminished. The unemployment rate among youths lacking specific preparation for the work force and adults needing upgrading in skills, or retraining, is intolerable. The need for more and improved vocational education is obvious.

A commitment to further development of vocational education in Washington State has been solidly made by both State Executive and Legislative branches. Yet, this support is not without reservation. Our Legislature, in its 1971 session, directed the undertaking of a comprehensive study of vocational education within the State and four additional studies related to the provision of quality vocational training.

Charges are often heard that vocational education has a poor image, that it is only for the dropout and the disadvantaged, that it is inferior to academic preparation, that it is second-rate. Such attitudes and opinions can have tremendous negative impact on vocational education at a time when excellence in career preparation is so important.

For these reasons our Advisory Council on Vocational Education decided to examine the image of vocational education within our State. Through a comprehensive sampling of public opinion, the Advisory Council has brought the image of vocational education into sharp focus. In so doing, areas of weakness were discovered, and the Advisory Council has recommended specific steps be taken to "reach out" in our efforts to improve vocational training.

I commend to you the Second Annual Report of the Washington State Advisory Council on Vocational Education.

M. Craig Merrill, Chairman
Washington State Advisory Council
on Vocational Education

ACKNOWLEDGMENTS

This study is the result of exemplary teamwork and cooperation and is the product of the Washington State Advisory Council Membership. Nevertheless, the efforts of a few stand out and we particularly wish to recognize Mr. Richard G. Sheridan, research consultant for the study, and Mr. H. M. Olsen, Chairman of the Council's Report Committee.

A number of others were of invaluable assistance and while we are in no way attempting to list all of the many sources of information, advice and cooperation, we do wish to acknowledge the special assistance of the Washington Education Association, the Association of Washington Business, the Washington State Labor Council AFL-CIO, the community college presidents and the directors of the vocational-technical institutes, Dean George Brain of Washington State University, and Dean John Green of Central Washington State College.

Thanks also to Mr. Ernest Kramer, Executive Officer of the Washington State Coordinating Council for Occupational Education, and to his staff for their cooperation and prompt response to our requests for information.

CONTENTS

PART I

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A. Preface ii

B. Acknowledgements iii

C. Foreword v

D. Introduction vii

E. Methodology ix

F. Findings xii

G. Conclusions xvi

H. Recommendations xviii

FOREWORD

When the State of Washington established the Washington State Advisory Council on Vocational Education, it was in recognition of the need to serve the "users" of these educational services in the most effective manner possible. The Advisory Council consists of nineteen members representing all phases of vocational education, including state and private agencies who are appointed by the Governor. Chapter 283, Laws of Washington, 1969 1st Ex. Sess. establishes the composition of the membership to insure broad representation of user groups, including persons who are:

"(a) Familiar with the vocational needs and the problems of management and labor in the state, and a person or persons representing state industrial and economic development agencies;

"(b) Representative of community colleges and other institutions of higher learning, area vocational schools, technical institutes, and post-secondary or adult education agencies or institutions, which may provide programs of vocational or technical education and training;

"(c) Familiar with the administration of state and local vocational education programs, and a person or persons having special knowledge, experience, or qualifications with respect to vocational education and who are not involved in the administration of state or local vocational education programs;

"(d) Familiar with programs of technical and vocational education, including programs in comprehensive secondary schools;

"(e) Representative of local educational agencies, and a person or persons who are representative of school boards;

"(f) Representative of manpower and vocational education agencies in the state, including a person or persons from the comprehensive area manpower planning system of the state;

"(g) Representing school systems with large concentrations of academically, socially, economically, and culturally disadvantaged students;

"(h) Possessed of special knowledge, experience, or qualifications, with respect to the special educational needs of physically or mentally handicapped persons, and

"(i) Representative of the general public, including a person or persons representative of and knowledgeable about the poor and disadvantaged, who are not qualified for membership under any of the preceding clauses of this paragraph."

The Advisory Council seeks to fulfill its responsibilities by 1) evaluating the effectiveness of occupational education, and 2) advising the Coordinating Council for Occupational Education in the preparation of and compliance with the State Plan for Vocational Education. In this regard the First Report, dated March, 1970 made recommendations relative to the following:

1. Full funding of Public Law 90-576 (the vocational education amendments);

2. The development and implementation of a more effective information system;

3. The development of programs to meet the special needs of the disadvantaged;

4. Reallocation of funds for use in programs for disadvantaged and handicapped individuals;

5. Special programs for high school dropouts;

6. Increased planning and coordinating efforts; and

7. Administrative reorganization.

In considering the question of encouraging increased planning and coordination, the specific role of public information services was discussed:

> Everyone in the state should be more informed about vocational education needs, programs and plans for new directions and new opportunities. Particular target groups called out in the State Plan are: all professional education personnel, parents and lay public (in D. of VE Objective 6) and local leadership (in D. of VE Goal 10). Special effort should also be made to inform employers that today secondary vocational education is more than the old manual training shop whose only relationship to jobs had to do with its teachers and promoters. Teachers, teacher-trainers and curriculum developers should be more informed on the potential of occupational education in order to help students acquire basic academic competencies. Vocational educators themselves can contribute greatly to the "favorable attitudinal climate" (D. of VE Goal 7) by being more conscious of the practical, public interest aspects of their work with students and making greater efforts to have them publicized.

In this, the Second Report of the Advisory Council, the decision was made to concentrate upon one single area wherein the Council believes that enhanced effectiveness can be achieved through the implementation of specific recommendations. Thus, while the Council will continue to monitor vocational education activities in terms of their compliance with earlier recommendations and the goals and objectives set forth in the State Plan, this report focuses upon the element of public information services and is concerned with IMPROVING THE IMAGE OF VOCATIONAL EDUCATION.

INTRODUCTION

The charge is frequently heard that vocational education suffers from a negative image; that it is perceived as being an alternative educational avenue primarily for the slow learner, handicapped, minority or other disadvantaged; that it is somehow second-rate. Indeed, the focus of the First Report of the National Advisory Council on Vocational Education recommended that the preoccupation with the notion that college is good for everyone should be overcome and a recognition and respect for vocational-technical education as an effective form of career preparation should be developed.

While this is certainly the image of vocational education, one hears most frequently, it is also true that it is usually the individual most intimately associated with vocational education who is voicing the complaint. And yet one can note, in Washington at least, a commitment to the further development of vocational education. Evidence of executive and legislative support and encouragement can be found as recently as a few months ago when the following actions were taken:

1. The Legislature enacted Senate Concurrent Resolution Number 23, directing that the State Advisory Council and the Coordinating Council for Occupational Education undertake a comprehensive study of vocational education;

2. The Legislature directed at least four other studies of certain discrete elements related to the problem of providing quality vocational education;

3. The Legislature specifically directed the community colleges to increase their vocational enrollment during the coming two years; and

4. The appropriations for vocational education recommended by the Governor were accepted by the Legislature virtually without change at a time when the economic condition of the state was such as to require belt-tightening and reduced expenditures for every other educational endeavor and almost every other state function.

The foregoing is not an exhaustive listing of evidences of support for continued expansion of vocational education, but it should serve to raise the question of whether this avenue of career development in Washington is in fact considered "second-rate."

The question of the image of vocational education is not posed idly as an academic exercise to test the validity of an assumed widely-held attitude. The decision to focus this year's report on improving this image was based upon a number of considerations.

1. The first, and perhaps most significant, assumption is that without a positive image and prestige at least equal to that of an academic education the goals and objectives set for vocational education cannot be met. It appears axiomatic that a negative image will achieve negative results and a positive image, positive results. It is worth noting that the 1963 Panel of Consultants appointed by President Kennedy to examine vocational education stated:

   The public's image of vocational education is a product of many factors. It is a paradox that vocational education is valued so highly among other nations because of its importance to the economy. Yet it is minimized or disregarded by many in the United States. Individuals and groups who have been served well by vocational education, and who know and understand its purposes and its program, are most likely to hold strong favorable views of it.

   An examination of the view of the general public and the particular "user" publics relative to vocational education should be invaluable to the development of statewide goals and objectives which have a measurable probability of successful achievement.

2. A significant second reason for examining the image is directly related to the apparent favor with which state executive and legislative agencies view occupational training and education. Their support is not without reservations. If the national image were without reservation attempts would not continue to be made in Congress to transfer the administration of these programs to a manpower agency. If state executive agencies were completely satisfied, they would not be as selective in clientele referrals among schools offering vocational training. If the state legislature were unreservedly content with our present approach and programs it would not have directed as many studies of vocational education as it has. In brief, while there are evidences of positivism which indicate a favorable atmosphere for this career development avenue, there are simultaneous evidences of negativism.

3. Third, whatever the present image happens to be, it is desirable to improve that image if possible and in Washington the climate for such improvement is probably better than anywhere else in the nation. While it is difficult to find any benefit to be derived from an unemployment rate of fifteen percent, the poor economic condition of the state at the present time provides an atmosphere within which vocational education is eminently suited and capable of responding to assist in alleviating the employment situation. In crisis situations, such as World War II, the responsiveness of vocational education has been well-documented. At a time when engineers find themselves unemployed, the services of vocational education become the avenue for retraining for new saleable skills. As the secondary industries serving the aerospace industry find it necessary to lay off even professional employees these, too, seek new skills that vocational education can provide. It behooves the state to take

advantage of the opportunity to reap long-term benefits from the present crisis situation, while at the same time it is exerting its time-proven methods of alleviating this economic condition.

It is within this framework then that the Advisory Council determined it to be appropriate to focus upon image-building for this report. In the conduct of its study, several approaches were employed.

METHODOLOGY

The initial concern in the study was to determine the public's attitude relative to vocational education. Thus, an attitudinal opinionnaire was developed and distributed to 2,200 individuals selected on a random basis from among predefined "users" of the services of vocational education. The user groups surveyed included:

1. Teachers (K-12, community college and vocational-technical institute);
2. Students (twelfth-graders, community college and vocational-technical institute);
3. K-12 administrators;
4. Representatives of agriculture;
5. Representatives of business and industry;
6. Representatives of labor;
7. Parents, and
8. Others, including state employees in "user" agencies, professionals and personnel directors.

Thus the intent was not to use a random sampling device to determine what the public generally thinks about vocational education, but rather to identify those individual publics who are perceived to be most directly affected by those educational services and determine how each individual public reacts to questions designed to measure attitudes and opinions. If certain areas of the general public react more negatively than others, this would reveal areas of least effectiveness to concentrate upon in an improvement effort. Similarly, concern was given to the age of the respondent, his highest level of educational attainment and whether he himself had received vocational training.

The detailed responses of 1,000 of the individuals who responded to the opinionnaire are found in Part II of the Second Report. An additional 176 returned the opinionnaire, but they were too late to be included in the tabulation. The late returns were representative of all groups contacted and, thus, their lack of tabulation should not affect the findings and conclusions. It is worth noting that a response of more than 50 percent, during the summer with only ten days given to meet the deadline for returning the opinionnaire, must be indicative of the significance of vocational education in the minds of those publics contacted.

Once the responses to the opinionnaire were tabulated, findings, conclusions and recommendations were reached relative to the following questions:

1. How does the public view vocational education?

2. Is vocational education doing the job the public wants from it?

3. Does the public believe vocational education is solving social problems?

4. Does the public consider homemaking to be vocational education?

5. Is the public misinformed (or "underinformed") about vocational education?

6. How widely disseminated is information about vocational education?

7. What would be the best source of disseminating information about vocational education?

8. Has the value of supplementary education been transmitted?

9. Is the public willing to pay for year-around use of high school facilities?

Once evidence was compiled about the current image, it was evident that current public information efforts should be examined. Attention was given to the efforts of the three state agencies most directly involved: the Division of Vocational Education, the State Board for Community College Education and the State Superintendent of Public Instruction. While it was recognized that the individual local school districts, community colleges and vocational-technical institutes might very well be engaged in public information efforts relative to vocational education, major attention was focused upon statewide efforts and recommendations were made only in that regard.

It was also determined to survey the image building impact and role of labor organizations, industry and business organizations, educational administrator and teacher organizations and advisory groups. Selected

private organizations were invited to submit statements in response to the following questions:

1. What is the general public image of vocational education activities currently?

2. What public information and/or image building efforts are underway, if any, by your organization relative to vocational education.

3. What do you believe the role of your kind of organization should be relative to vocational education?

4. What do you believe state agencies such as the Coordinating Council for Occupational Education, the State Board for Community College Education and the Office of the State Superintendent of Public Instruction could or should do to improve the image of vocational education?

Finally, it was recognized that two significant elements in image-building efforts should be examined:

1. Teacher and administrator preparation.

2. Use of counseling and placement personnel in educational institutions offering vocational training.

These elements, as well as the examination of current public information efforts, were evaluated on the basis of personal interviews and a review of the literature.

On the basis of this methodology the following findings, conclusions and recommendations are made.

FINDINGS

Current Image of Vocational Education

1. There are only rare instances of disagreement relative to vocational education's image among the various publics surveyed (including teachers, students and administrators in public schools, community colleges and vocational-technical institutes; representatives of business, labor and agriculture; employees of the State Division of Vocational Rehabilitation, the Employment Security Department and local public assistance offices; and the general public) or among the various age groups of the respondents surveyed or because of their highest level of education attained.

2. A great many factors will affect the image or prestige of specific vocational education activities including the physical plant of the vocational facility, its location, the degree of national, state and local commitment to vocational programs, the quality and emphasis of teacher training programs, the involvement of labor and management in planning and operating vocational programs and the competency of vocational instructors.

3. In a large majority of cases of responses to individual questions and through comments made, it was pointed out that the choice of vocational training or a college education is an individual matter and neither alternative is preferable or better than the other.

4. Representatives of teacher groups, labor organizations, business and industry expressed a belief that more communication about the value of vocational training is desirable and necessary.

5. To a large extent, the image of vocational education will depend upon the nature and quality of the program with which a particular individual, group or public is most familiar.

6. Between 60 and 85 percent of the respondents from representative groups surveyed indicated that vocational education is not "second-rate" in their minds. Ninety percent indicated they did not believe the government should spend more money on higher education rather than more money on vocational education, and 70 percent of the respondents believed that too much emphasis is being placed upon a college education in our high schools with certain groups such as representatives of state agencies (87 percent) and teachers (79 percent) evincing an even greater agreement on this question.

7. The publics surveyed in totality were evenly divided on the question of whether a private business school education would be more likely to lead a secretary to a job than a public school education, but 84 percent of the vocational-technical institute teachers did not believe this to be the case. However, 70 percent of the community college students and 72 percent of the agriculture representatives responding felt the opposite to be the case.

8. Only 19 percent of the respondents agreed that "The way vocational classes are being taught has not changed much in the last ten years."

9. Almost two-thirds of the respondents indicated a belief that funds expended for vocational education were "well-spent" to the degree that the public is "getting his money's worth" out of the expenditure of such funds. Twelfth-grade students were not so certain (47 percent agreed), but vocational-technical institute students were more certain (81 percent agreed). Community college students were slightly more positive than the total group (70 percent agreed).

10. Even with the present State of Washington's economy only 32 percent of the respondents indicated they would prefer public expenditures for "creating jobs" to expenditures on "training people for jobs." Specific groups including representatives of labor, state agencies, students and community college instructors were not so sure, registering about an even split on the question.

11. The respondents indicated an inconclusiveness relative to a number of issues of specific program methodologies and directions for program emphasis in vocational education. Included among these issues were (a) the issue of whether continuous enrollment is desirable; (b) on-the-job training versus more formalized vocational education; (c) whether it is the responsibility of the state to train enough people to meet the job needs of industry; (d) whether vocational education is too academic; and (e) whether there is any relationship between training people for occupations and solving social problems such as reducing divorces or reducing juvenile delinquency rates.

12. In a number of specific instances the responding publics indicated that they had definite views relative to the direction vocational education should take. Included in these responses were: (a) 70 percent of the respondents agreeing that most high school graduates should have a saleable skill; (b) an overwhelming agreement among respondents that homemaking is a part of vocational education; (c) a recognition of the value of supplementary education in obtaining a raise or promotion by almost three-quarters of the respondents; and (d) a 73 percent agreement that public high schools should be employed for year-around programs even though it would cost more for operating expenses.

13. While the responding publics indicated in more than 80 percent of the cases they were aware of the existence of vocational education programs in their communities, their specific knowledge about certain basic facts concerning vocational education indicates a certain degree of misinformation and lack of information about these basic facts.

Current Public Information Efforts

1. More than $100,000 is being spent annually by Washington State agencies on public information efforts related to vocational education.

2. At the state level, a variety of efforts have been taken and are underway toward making the public aware of vocational education. These activities are being conducted primarily through the offices of the State Board for Community College Education, the State Superintendent of Public Instruction and the Division of Vocational Education.

3. The dissemination of information by these three state agencies includes school administrators, state agency personnel, certain four-year college and university staff and educators, for the most part.

4. A number of private organizations have independent public information efforts underway in regard to vocational education and these organizations, particularly one business association and a labor organization, have indicated a desire to work closely with state agencies with regard to improving the image of vocational education.

Teacher Preparation, Counseling and Placement Activities

1. While the Division of Vocational Education has responsibility for the certification of vocational teachers under the guidance of the State Plan, the State Board of Education is responsible for the teacher preparation and certification procedures and standards of regular K-12 school teachers and administrators.

2. The preparation and certification standards set forth by the State Board of Education are in the process of being revised in order to achieve more individualized, systematic and performance-related basic preparation.

3. Revisions are also being undertaken in teacher preparation curricula at the state's four-year colleges and universities.

4. The attention being paid to teacher preparation at the present time is primarily concerned with pre-service training, although some in-service training programs are also being conducted.

5. Considerable evidence indicates that counselors should play a significant role relative to vocational education. Ninety percent of the respondents surveyed agreed that high school counselors have a responsibility to teach students about vocational training opportunities as alternatives to a college education. Evidence also indicates that counselors do not always measure up to public expectations, particularly as expressed by the personnel managers of thirty-five business firms.

6. The possibility of a para-professional vocational counseling career has received some national attention.

7. Other states have developed workable systems of "following-up" graduates of vocational education programs which dovetail with job placement activities and the resultant information is utilized in curriculum planning, course and program evaluation and budgeting. Such activities are directly related to the public's image of vocational education, particularly insofar as they become a part of an "accountability" system. However, two-thirds of the respondents surveyed indicated that it is not the responsibility of the public schools to help students find jobs.

8. General advisory councils have been utilized as "image-builders" as well as a resource for curriculum guidance and as liaisons between the school and the community. Potentially, they could assist in placing graduates in jobs which, in turn, would be a furtherance of the image-building role.

CONCLUSIONS

1. The various publics who "use" the services of vocational education do not consider this career-pursuit alternative to be "second-rate" nor do they indicate in any way that its graduates are less important or desirable than college graduates.

2. Public information is too often disseminated to just "in-house" groups of educators, school administrators, and state agency representatives, resulting in a tendency to be "self-serving" rather than "reaching out" to potential users of the services of vocational education and describing the benefits of those services.

3. There are also indications that there are public expectations about vocational education activities and programs which are not being met. The expressed areas of greatest concern are:

   A. Counseling;
   B. Teacher preparation;
   C. The use of public school facilities year-around; and
   D. Career development in high school.

4. While there was an extremely high indication that the products of our high schools should have saleable skills, there was definite ambiquity and indecisiveness evidenced as to whether particular methodologies of approaches are preferable to others in achieving this goal. Similarly, it does not appear to be important to those responding whether vocational education achieves social outcomes such as reducing divorces or the juvenile delinquency rate, but more important is the value of vocational training through its educational goals and objectives.

5. The various publics, such as the business community, workingmen and professionals, are not receiving accurate information with which to judge the effectiveness of vocational education activities in Washington. These elements of society have not been kept adequately involved in vocational education activities although there have been positive desires in this regard expressed.

6. Since the state's four-year institutions are undergoing revisions in teacher-training curriculum, it is timely to further assess teacher preparation in vocational orientation and career counseling.

7. Innovative approaches such as the training and use of para-professional vocational personnel are methods of overcoming public dismay over present counseling activities.

8. Data about vocational graduates who have left the educational "system" should be reliable, useful and timely.

9. Greater involvement of students, parents, employers and employees in vocational planning, guidance and "image-building" is desirable.

RECOMMENDATIONS

The foundation of our way of life is the freedom of the individual to develop his own abilities in a manner and to the degree he chooses to benefit himself and society.

To maintain this tenet, individuals must be provided experiences which enable them to assess values, discover career interests, determine aptitude and develop themselves accordingly.

The Advisory Council believes that for too long our public schools have basically directed students toward academic degrees as an end rather than toward meaningful individual development, whatever course that may take.

As a result, the Council is convinced that major changes are needed in the educational process, changes designed to broaden not restrict, changes that assist individual development rather than channel and direct, changes that address themselves to career preparation.

Therefore, the following recommendations derived from our study should receive urgent attention by the Washington State Coordinating Council for Occupational Education and other specified groups:

1. IMMEDIATE STEPS BE TAKEN TO IMPROVE COMMUNICATION WITH USER GROUPS

Though a great deal of commendable information is published, there is need to improve the effort by "reaching out" to user groups. The evidence is clear that many of our state's users and potential users of vocational education services and products do not know what training is available, where particular training is offered or the level and type of skills that can be obtained. Such information should be available in personnel offices throughout business and industry, in labor union offices and hiring halls, in youth clubs, and in service centers of agencies assisting the disadvantaged.

Specifically, the Advisory Council recommends that:

a. The Coordinating Council establish and maintain contact with and seek the counsel of industrial personnel management organizations, industrial training associations, and training groups within labor organizations.

b. Key informational Representatives of the Coordinating Council utilize the Advisory Council's Information Committee as an on-going advisory group in public communication efforts.

c. The Coordinating Council completely overhaul and update all mailing lists used to reach user groups with particular attention paid to employers, youth clubs and agencies serving the disadvantaged.

2. A SYSTEMS APPROACH BE DEVELOPED TO INSURE IMPROVEMENT OF CAREER COUNSELING IN PUBLIC SCHOOLS

The Advisory Council believes that there is no simple solution to improvement of career counseling in our schools. Too often critics have targeted those bearing the title of "counselor" or "adviser." The Council, therefore, recommends a carefully planned and coordinated approach to counseling improvement emphasizing the inherent responsibility of all educators to counsel and including:

a. The Governor appointing a task force to study the effectiveness of career counseling in our common school system, to report findings and to make recommendations for improvement arising from the study.

   The task force, basically, should include representatives from the Coordinating Council for Vocational Education, the Superintendent of Public Instruction, the School of Education from one of the state's four-year institutions of higher education, and the general public.

b. The inclusion within the certification requirements of all teachers of at least one substantive course in orientation to the "world of work," and at least one course in the development of counseling skills.

c. The development of guidelines to assist our schools, community colleges, business, industry and agriculture in providing to students meaningful programs of job exposure, information of job availability and placement liaison with local employers.

d. Improve the existing, or design a new, vocational graduate follow-up system to insure: 1) accurate, state-wide graduate information and 2) sufficient flexibility to fulfill counseling and program needs of local training centers.

3. THE COORDINATING COUNCIL SPEARHEAD EFFORTS TO MAXIMIZE USE OF SCHOOL FACILITIES

Many studies have been done on this subject and the alternatives often debated, but nothing of significance happens to better utilize school facilities. The Advisory Council believes that it is time to "get off the dime" and immediately undertake at least the following:

a. Gather and synthesize all pertinent studies and proposals applicable to facility utilization, including the 1971 budget proposal from the Superintendent of Public Instruction for pilot projects in year-around utilization of facilities and staff.

b. Research school systems which have had experience with year-around utilization of school facilities such as Atlanta, Georgia.

c. Encourage the State Board of Education to approve and the Superintendent of Public Instruction to plan and assist in the establishment of several "test" districts in year-around use of high school facilities.

4. THE STATE ADVISORY COUNCIL ESTABLISH COMMUNICATION WITH GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEES AT THE LOCAL LEVEL

The Council must establish working, two-way communication with local, overall advisory committees concerned with vocational programs in their particular area. The Council should serve as a channel for recommendations from local groups that have state-wide implication, as well as informing local groups of Council activities.

5. THE COORDINATING COUNCIL INITIATE A COMPREHENSIVE STUDY AND APPROPRIATE SUBSEQUENT ACTION WHICH WILL INSURE THE EFFECTIVENESS OF LOCAL ADVISORY GROUPS.

For many years vocational education has been proud of its "backbone" of local advisory groups. Few, probably, would argue with this concept but we really do not know if all local groups are effective, if there are enough local committees in our state, or if the system of local committees has been sufficiently responsive to needed changes in vocational programs in relation to employment opportunities.

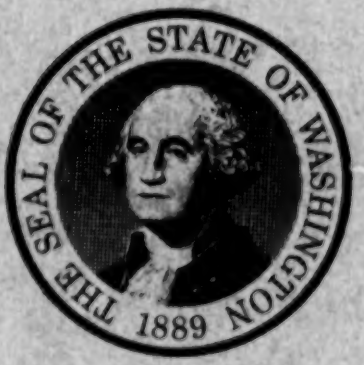
On recommendations referred to the Coordinating Council, a report of action taken is expected by no later than July 1, 1972.

xx

PART II of this report contains the commentary and the detailed survey results. Anyone desiring a copy of PART II should contact;

R. H. Putman, Executive Director
Washington State Advisory Council
on Vocational Education
120 East Union, Suite 207
Olympia, Washington 98504

ED 063696



SECOND REPORT

Washington State Advisory Council On Vocational Education

PART II

Commentary And Detailed Survey Results

1971

VT017199

WASHINGTON STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

M. Craig Merrill, Chairman
Floyd A. Sexton, First Vice Chairman J. Alan Duncan, Second Vice Chairman
R. H. Putman
Executive Director

Members

Edward J. Armbruster Manson, Washington	Manson School District No. 19
Bruce Brennan Tacoma, Washington	Administrative Director L. H. Bates Vocational-Technical Institute
Mrs. Maxine Daly Olympia, Washington	Commissioner State Department of Employment Security
Clarence Desautel Coulee Dam, Washington	Chairman, Employment Committee Colville Tribal Council
J. Alan Duncan Seattle, Washington	Specialist, Occupational Education Seattle Public Schools
Walter C. Hundley Seattle, Washington	Director Seattle Model Cities Program
William C. Jacobs Olympia, Washington	Director State Department of Labor and Industries
Mrs. Harriet Jaquette Mercer Island, Washington	Chairman, Board of Trustees Bellevue Community College
Wallace Johnson Seattle, Washington	Director, Seattle Opportunities Industrialization Center
Gordon McCloskey Pullman, Washington	Professor of Education Washington State University
M. Craig Merrill Seattle, Washington	Assistant Vice President and Manager Employment Department Seattle First National Bank
Emmett Nelson Spokane, Washington	Partner Nelson-Lydig, Inc.
H. M. Olsen Seattle, Washington	Executive Director, Washington State Council of Farm Cooperatives
Ignacio Resendez Sunnyside, Washington	Consultant Migrant Records
Mrs. Karen S. Riley Olympia, Washington	College Service Assistant Evergreen State College
Floyd A. Sexton Seattle, Washington	Coordinator, Joint Apprenticeship Committee Seattle Area Plumbing and Pipefitting Apprentice and Journeyman Training Trust
Lyle Tinker Olympia, Washington	Executive Director Governor's Manpower Coordinating Committee
Daniel B. Ward Olympia, Washington	Director State Department of Commerce and Economic Development
Robert Wallenstien Moses Lake, Washington	President Big Bend Community College

SECOND REPORT

Washington State Advisory Council On Vocational Education

PART II

Commentary And Detailed Survey Results

1971

Washington State Advisory Council

on Vocational Education

120 East Union

Olympia, Washington 98504

CONTENTS

PART II

COMMENTARY AND DETAILED SURVEY RESULTS

A. Analysis of Vocational Education's Image 1
   1. General Public Reactions 1
   2. Public Expectations 13
   3. Social Goals of Vocational Education 16
   4. The Role of Homemaking 17
   5. Accuracy and Extent of Information 17
   6. Dissemination Devices 18
   7. The Special Case of Supplementary Education 19
   8. Use of the Public High School 19

B. Current Public Information Efforts 20
   1. By State Agencies 20
      a. Division of Vocational Education 20
      b. State Board For Community College Education . . 23
      c. Superintendent of Public Instruction 26

   2. By Private Organization 28

C. Teacher Preparation, Counseling and Placement Activities 31

D. Opinionnaire Organization for Analysis Purpose 38

E. Summary of Responses by Questionnaire Number and Percent of Total Responses 42

F. Detail of Responses by "user group" and by whether respondent had vocational training 48

CURRENT IMAGE OF VOCATIONAL EDUCATION

Many factors will enter into an individual's perception of a governmental function such as vocational education. Some of these are worth noting, particularly insofar as they might well lead to coloring the responses of the representatives of the groups who were assessed relative to their attitudes toward vocational education. As an example, an individual whose prime association has been with a vocational program in a shop in a slum part of a large city might have quite a different impression than someone familiar only with the vocational program of a new community college in a "bedroom" community. The importance of status was cited in the 1963 Report of the Panel of Consultants on Vocational Education:

> "Prestige is an important factor in all vocational education programs, for, traditionally, they have been looked down upon by many academic educators and the public. The postsecondary vocational or technical school has distinct advantages over the high school vocational programs in this respect. The title of the school, the attractiveness and functional working of the school plant, the maturity and quality of the students, the placement record, the quality of the equipment and of the library facilities, the labor standards observed in the programs, the quality of the staff, and many other factors affect the prestige of the school. Accreditation is an important item."

All of these factors and more become part of the totality that becomes the "prestige factor" ranking vocational education in a user's mind. While it would be impossible to sort out all of the biases affecting judgment in a report of this kind, a recognition of some status factors affecting public judgment can be valuable in understanding public responses to vocational education.

General Public Reactions

Among the factors which will operate to affect the relative status of vocational education programs are: 1) physical plant; 2) physical site; 3) national, state and local emphasis; 4) national, state and local commitment; 5) administrative and teacher training; 6) labor-management involvement; and 7) instructor competency.

1. Physical Plant. When vocational programs are offered in the oldest and shabbiest buildings on a campus, certain individuals and groups will consider such programs second-rate. However, while the location might be an administrative judgment reflecting an administrative attitude, it might also serve to appeal to a particular segment of society--those individuals who "tune out" to the chrome and polish of a modern educational establishment and its regimen. However, when structures are built solely for vocational use the prestige of those programs are bound to be enhanced.

2. Physical Site. Just as the physical plant is significant, the physical location of that plant will affect the respectability of the programs offered therein. If the least desirable site in the least desirable geographical location is selected for a program, the students attracted to the program will find themselves hard-pressed to consider themselves engaged in first-rate activities. Vocational education cannot be shuffled under the door of academic education if it is to realize its full potential.

3. National, State and Local Emphasis. It is hardly necessary to note the particular advantages vocational programs have in training the handicapped, the socially or economically disadvantaged, and those who have "dropped out" of the regular academic structure. It is noteworthy that the 1968 Vocational Education Amendments recognized the need to emphasize programs for persons with special needs by requiring that fifteen percent of the federal funds allotted to a state be spent in programs serving the disadvantaged and another ten percent in programs for the handicapped. The 1968 General Report of the Advisory Council on Vocational Education had recommended a greater emphasis of this kind and stated that, "For many years vocational education has suffered from its image as a program for the trouble-maker, slow learner, nonmotivated, less-than-college-ability types. Therefore, it is natural that there will be a strong tendency to avoid programs which perpetuate or increase this negative image." While few would question the validity of this statement, it can be noted that there is something of a paradox involved when there is a recognition that vocational education suffers in its image through appealing to a certain class of individuals and then each state is required to expend a certain portion of its funds to perpetuate that image. Certainly the peculiar appeal of vocational training has been, in the past, the ability to turn out an employable individual in a short period of time without necessarily relying upon a traditional academic setting, procedure and approach and thus products of traditional college training have tended to consider it less than comparable to their avenue of career development. Is this image to change by making it mandatory that states demonstrate that at least 25 percent of their funds are to be employed in programs for a specifically identified (and reported and audited) group?

It is certainly important that vocational programs serve the disadvantaged and the handicapped, but other means of encouraging state and local emphasis could be employed to achieve the same results as mandatory use of funds--means which permit the achievement of an improved image of these programs. For example, instead of requiring that each state identify those persons being served by category (disadvantaged, handicapped), the interests of the nation might better be served by emphasizing the PURPOSES AND BENEFITS of vocational education. Goals and objectives are useful in their own right, but when an individual selects a college degree as his career development ladder, he is well acquainted with the MONETARY AND OTHER BENEFITS to be derived from this choice. If he chooses another avenue, such as vocational, is he as aware of his future potential benefits?

4. National, State and Local Commitment. The degree to which each level of government is committed to furthering the aims of vocational education and emphasizing its benefits will affect the publics' image of it. The present commitment tends to emanate from the top downward: national policy has encouraged state policy to encourage the advancement and further development of vocational education. Thus, funds are made available to the agencies who actually establish and conduct vocational education programs. While the extent of this commitment is certainly significant in terms of the way in which people view vocational education, it appears that more significant is the commitment of grass-roots local groups. Three years ago the National Advisory Council on Vocational Education stated that, "The first step in developing a commitment for vocational education must be taken by school boards, administrators, and professional associations. Such policy-making groups must see clearly that a vocational education commitment is in line with students' well being and with the needs of the national economy." The extent of a commitment by these local policymakers will certainly affect the question of "prestige" or "image."

5. Administrative and Teacher Training. Bearing upon the "image" question are the curriculum and certification methods employed in training teachers, school administrators and counselors. Insofar as each of these identified groups has a special involvement with building or destroying the image of any segment of education, the training that they receive will have a significant effect upon the image of the segment of education under consideration. While this subject is discussed in greater detail further in this report, it is worthy of note as one of the elements in the publics' (particularly, students') perception of vocational education.

6. Labor-Management Involvement. It almost goes without saying that the extent of the involvement of labor and management in planning and operating vocational programs will affect the acceptance of the program and its graduates by these two important user groups. Further, no better liaison with the public can be found for information purposes and "image-building" than the use of advisory committees composed of labor and management representatives. If vocational programs have a commitment from their advisory committees, the transmission of this commitment to the business and labor communities they represent should be facilitated.

7. Instructor Competency. It would be an exercise in futility to initiate a discussion of measuring instructor competency; too many factors are involved, and too many forces have discussed the subject from every conceivable standpoint. Whatever these various forces debate, however, there is general agreement that there are certainly competent instructors, incompetent instructors, and a host of degrees of competency in between. Programs and schools gain acceptance or rejection by their user publics based upon immeasurable attitudes about instructor competency. However, this factor, while immeasurable, can be affected by teacher preparation programs.

Evidences of the operation of these seven factors, as well as others, upon judgments of the prestige of vocational education can be found in certain general comments made by respondents to the Opinionnaire. Many respondents

elected to elaborate beyond a simple "yes" or "no" or "no opinion" in answering several of the questions in the Opinionnaire. To the extent that these written comments elucidate they are included in the discussion of the responses to individual questions. However, a number expressed their general views about vocational education. The following appeared worthy of reproduction:

1. Elementary Teacher: "I agree--we need more emphasis upon vocational training and creating jobs with one's hands. We've gotten lop-sided and surely college isn't for everyone."

2. Engineer: "Counselors in high school are not doing an effective job in helping kids choose careers. They are so involved with the dropout and delinquent that an average student is left without help. If high school counselors are not going to do this job someone else has to."

3. Teacher: "Let's keep young people in school and working at the same time as early as possible whether or not they go on to a university--create jobs for high school students (all of them!): part-time study, part-time work with minimum pay per hour (suggest a minimum student wage so youngster can be self-sufficient in spending money, clothing, etc.). Parents would furnish board, room, etc. This would give youngsters a feeling of independence and sense of responsibility and take the pressure off both parents and children. Make this arrangement possible through four-years of liberal arts (at whatever level of capability) and then either vocational training on or off job or specialized graduate study at university or college. Don't separate academic and vocational at any level except at graduate level. Let all youngsters go to college together and respect each chosen field, i.e., theoretical engineering or plumbing, electrical, etc."

4. Farmer: "In my judgment there are only a few that can handle or make good use of a college education. It is costing the state too much for education."

5. Attorney: "I have not answered certain questions because as posed I could not. Number 16, for instance, as such, per se, vocational education is not "academic"--but as offered within the public school system--notwithstanding recent innovations--it is affected by the academic environment, standards, goals and, of course, the basic system--in one sense it could be said to be too academic because of this structuring--in the literal sense it must be said not to be academic, but differentiated therefrom."

6. Teacher: "One of the chief faults of high school vocational classes is that they point a student to a specific job. They should still be exploratory--pointing the student towards a vocational-technical institute or a two-year junior college program."

7. Community college instructor: "I feel that all people should receive training beyond high school--vocational, technical or professional. Not all vocational and technical courses taught in high school should be terminal. Industry must assume responsibility for on the job final training. Much more should be done in high school in the area of vocational and technical exploratory courses and career training K-12."

8. Boilermaker, Business Manager and Secretary: "Vocational training should be compulsory in the last two years of high school--would be a start toward some personal skills he may be able to develop and use for his livelihood and supplement thereof. We have several cases whereby they use a specific skill learned in vocational training for supplementary school expenses."

9. Physician: "Adopt the European system of vocational training instead of too much college. Too many hippies come from philosophy and humanities classes. Not everyone is college material; too much emphasis on college 'status.'"

10. Assistant Professor of Education: "I found many of these questions quite ambiguous. Definitely we need more vocational education and students need to be counseled into vocational subjects and vocational programs earlier and more often!"

11. K-12 Teacher: "Please do something about the almost exclusive role (of public schools) of preparing all for their Ph.D.and branding all those who fail as 'failures' of 'the system.' 'The system' has failed!!!"

12. Personnel Manager: "This was an (obviously) frustrating questionnaire and I debated about returning it. I believe in vocational training. I also believe in college degrees--it all depends upon the individual's 'self-fulfilled' needs. I have interviewed so many computer programmers, for instance, who don't know how to operate a machine; so many bookkeepers who don't know how to type; so many typists who don't know how to spell; so many welders who can only weld. Also, so many college degrees are so general that the person himself has no idea where his interests truly are. The schools and colleges should get out more and know what industry needs and relate to those needs in their methodology."

13. Homemaker, bookkeeper and assistant orchardist: "I believe too many young people are going to college to avoid the draft and not for an education, which in turn causes trouble in college. Lots of people are not college material but could be helped a lot by training for a specific job."

Probably the most telling comments came from a twelfth grade student who wrote:

To Whomever It May Concern:

I am a high school student at Queen Anne High School, Seattle, Wash., and I have just finished answering your opinionnaire.

I just wanted to tell you that it made me think a bit about what is actually going to happen to me when I graduate next year and about the future of some other persons mostly black. I would like to add a few of my opinions and ideals.

I am black, and I feel that if in life a person can be the best at anything he chooses, he'll find a place in society if nowhere else, at least within his or herself. By this I mean that if a person decides that he has no choice but to be a bum in life, make him able to say to himself in his younger years of schooling, which he has to take, "I'll be a bum, but I'll be the best bum you ever knew," or, "I'll be a doctor and I'll be the best." or, "I'll be a plumber and I'm going to be the best in the world." To make kids strive for such a little feeling will mean a lot more to them in their future life than all the history classes in the world. The ideal to be "best" at <u>whatever</u> they do will make them think even more of their future.

Also I think that more blacks are forced into vocational training because it is just about the only way to live a decent life and make it, besides what I said in the last paragraph. But this feeling is not presented to enough of them to do any good. So they take vocational training and crime as the lower part of "<u>The White Society</u>."

I thank you for giving me a chance to say what little I have time to say because time is so precious to the black man when time is never there.

(Signature)

In addition to these general comments, private organizations were asked to respond to their impression of the current general public image of vocational education. Their responses were:

1. Washington Education Association, Assistant Executive Secretary: Although I'm no authority and have no statistics to base this statement on, I believe that the general public does not fully understand or appreciate the significant role vocational education does play in the lives of a large segment of our school population.

   Certainly much more should be done to communicate the value of this type of training than is now being done....

2. Washington Vocational Association, President:

The public image of vocational education prior to 1969 was very poor. It is my opinion that at the present time the image of vocational education is definitely on the rise. The public and the profession are in the process of making a 180° turn in this area.

3. Washington Association of Local Vocational Administrators, President (responding as a vocational educator):

If I examine the general public image of vocational education, it is my belief we are in a dynamic state. I see vocational education evolving from a non-acceptable pursuit to one that is accepted more and more by the public. I would be the first to agree that there are far too many people at all levels of our society who still know very little about vocational education and believe it is for someone else's children--but I see this group diminishing.

U. S. Commissioner of Education Sidney Marland, Jr. suggested recently in a speech to secondary school principals that we change the name vocational education to career education so it will be more acceptable in the public's eyes and dree of old stigmas. I find this unacceptable since I do not believe semantics is our problem. Vocational education is doing a good job--we have nothing to be ashamed of and no reason to change the name of our task.... Only through exceptional performance can we continue to increase vocational education's value to the public and our society.

Our task is to be accountable for carrying out the objectives of vocational education, preparing individuals for the world of work at all levels short of the professions. To improve our image in the eyes of the public, many people must work in making everyone aware of our successes in carrying out this objective.

4. Washington State Labor Council, AFL-CIO, President:

The current image held by union members of vocational education activities is varied, and might better be called "images."

(Image a.) In some areas the non-graded vocational education programs are held in highest esteem. For several consecutive years, the delegates to the Washington State Labor Council Convention have adopted resolutions advocating more vocational technical institutes like those of Tacoma, Renton, Bellingham and Clover Park. These schools have worked closely with management and labor in establishing and improving their programs both for entrance and for upgrading employability in the labor market.

(Image b.) Post-secondary programs in other areas range from superior to abysmally poor. These vary both by institution and by program within institutions. Largely, but not always, the better programs are located in schools which once were non-graded vocational schools. We believe that the effectiveness and image of the school and program varies directly with the use and exploitation of and reliance upon labor and management in developing the respective programs. By the same token, we find the image and effectiveness varies inversely with the administration of programs on a closed or introspective basis.

(Image c.) Secondary-level vocational programs also vary greatly by school district, by school and by program. Some high schools and some school districts have established "Occupational Skill Centers" which are not only found attractive by students preparing for employment, but also by increasing numbers of college-bound students. The Washington State Labor Council has endorsed these skill centers. On the other hand, an astounding number of schools offer "Mickey Mouse" courses which ostensibly are designed to introduce students to manual skills but which are so meaningless that few students or parents are interested, or worse. These courses should be improved or abandoned on a wholesale basis. Two examples of the latter are (a) programs taught by non-craftsmen who know less about their assigned crafts than many of their students do, and (b) homemaking courses which are mandatory but consist of such simple instructions as the making of cinnamon toast.

(Image d.) A substantial portion of labor representatives view vocational programs as including too much skill training that is best learned on the job, and not enough preparatory education in English, mathematics and basic sciences.

(Image e.) Instead of the elementary schools laying a proper foundation for career education choices, whether "occupational" or "professional," the elementary school system all too often ignores the world of work completely or creates an anti-labor image for the student.

5. American Society of Training and Development, Washington State Chapter, Vice President:

The typical training professional is accustomed to providing internal training programs which meet the basic skill requirements of his firm. He does not think of the vocational educational institutions as being sufficiently responsive to his unique requirements to turn to them. On occasions they are used, (e.g. Boeing's draftsman training) and if the experience is a positive one, it is taken as a pleasant surprise. We feel more confident of results if we provide the instructor to the school and have significant influence over program design.

In the area of vocational skills common to all industries, we do not see vocational education as having a pronounced impact on the prospective employees' effectiveness. We weigh other characteristics more--tests, past employment, the interview. Therefore, we rarely draw the conclusion that if Suzy attended Program A at institution 2 she will perform at a certain level, or even that she understands what excellence is in her vocational line. Yet, this is what we'd like from vocational training, and we think it's attainable. If such quality programs exist, they are not known; if they can be developed, training managers would take special pains to publicize, and establish reward systems to encourage employees to attend.

As a part of the study of the Special Levy Study Commission, Richard O. Starbird of Western Washington State College prepared a report on October, 1970 titled, Assessment and Accountability: Current Status and Implications for the Future of Washington State's Public Schools. The subject of vocational counseling was part of a personal interview with the personnel managers of eight local organizations, fourteen manufacturing firms, two sales firms, three sales and manufacturing firms, one service and sales and two firms with a combination of sales, service and manufacturing. When asked "How well do you feel our high schools train applicants in specific job skills 26 answered "No" four said "Well" and five did not answer. When asked "Are you satisfied with the job that the common schools are doing preparing young people for the world of work," 23 said "No," eight, "Yes," three, "More or Less," and one did not answer. The report states that "The major contributing factors were generally described as (1) schools are too college oriented, (2) students have a poor attitude about work, and (3) the schools give a distasteful attitude about work." When asked "If you were making suggestions to the common schools of the state for further improvement of their instructional program, what major suggestions would you make," these suggestions were offered: "Of the 35 answering 24 suggested a strong vocational education program, 23 suggested less emphasis being placed upon college, 21 suggested the addition of qualified and knowledgeable vocational counseling and 5 suggested a renewed and concerted effort to team up with labor and industry to produce a more comprehensive and useful curriculum."

With these general, worthwhile observations it is appropriate to turn to a more specific examination of public responses to the image of vocational education. This discussion is based upon an analysis of the results of the Opinionnaire survey conducted in July, 1971 and described in the "Methodology" section of this report.

Specific Public Reactions

Three questions in the Opinionnaire were related to assessing whether the public believes vocational education "is for someone else's child." Table 1 shows the responses to these questions by the percentage of total responses.

Table 1

Is Vocational Education for Someone Else's Child?

Question	Response		
9. I would rather have a son who had a bachelor's degree from Central Washington State College than a son who was a plumber.	Yes	No	
	38.9%	61.1%	
31. The smarter a person is, the less likely he is to take a shop course.	Agree	Disagree	No Opinion
	23.0%	68.7%	8.3%
32. Vocational education is mostly for those who cannot afford to go to college.	Agree	Disagree	No Opinion
	11.8%	84.8%	3.4%

While these responses would tend to indicate a non-negative image, Question 9 appeared to pose some difficulties with a number of respondents. Thus comments were added, including: "My son (the plumber) should also have a degree from Central Washington State College;" "I'd rather have a son who is happy with his choice of occupation or profession;" "No, not if he was a good one;" "Yes, this is the old status symbol again." A great many indicated that whether their son was a plumber or a doctor solely depended upon what he desired to be. While there was 61% disagreement with the question, 70% of the vocational-technical institute enrollees who had vocational training disagreed while only 42% of those enrollees without vocational training answered "No." There were no other significant variances in responses by group of respondent.

On Question 31 it is perhaps noteworthy that 26% of the teachers and 30% of the K-12 administrators agreed with the statement that the smarter a person is, the less likely he is to take a shop course, but one teacher added, "Because he is steered into other courses by advisors usually" and another stated, "Yes, but not unless the counselors and requirements discourage this type of course; the system encourages 'agree.'" Several who responded in the affirmative added, "unfortunately," and "sad but often true."

With respect to the statement that "vocational education is mostly for those who cannot afford to go to college," there was disagreement in 85% of the cases, but of the 110 who agreed, 51 were students. Among those who agreed one added, "But it shouldn't be this way," and another, "It is not designed this way but in effect this is what happens."

A question of the respectability or prestige of vocational education relative to vocational education could be raised. In this regard six questions asked in the opinionnaire bear upon this subject. The responses to these are in Table 2.

Table 2

Is Vocational Education of Less Prestige than Getting a College Education?

Question		Response			
4.	I wish I had more formal education	62.1%	Yes	37.9%	No
5.	I would rather the government spent more money on higher education than more money on vocational education.	10.1%	Yes	89.9%	No
9.	I would rather have a son who had a bachelor's degree from Central Washington State College than a son who was a plumber.	38.9%	Yes	61.1%	No
14.	If I were to choose, I would rather have my tax dollar spent to send another person to a four-year college than to train another welder.	24.5%	Yes	75.5%	No
25.	Too much emphasis is being placed upon a college education in our high schools.	69.6%	Agree	23.8%	Disagree
		6.6%	No Opinion		
27.	Everyone is better off with a bachelor's degree.	9.3%	Agree	82.4%	Disagree
		8.3%	No Opinion		

With regard to question four a larger percentage (66%) of those who had vocational training responded "Yes" than of those who had not had vocational training (57%) and 84% of the representatives of labor said they wished they had more formal education. The fact that 90% of the respondents representing all groups almost uniformly did not agree that the government should spend more money on higher education than more money on vocational education seems to indicate that either higher education is not held in such repute as it once was or vocational education is not considered of less importance than higher education. Interestingly, one respondent answered "No" but added that "Higher education is vocational education," and another said the two are "Not discreetly different."

Even though the overall response to whether there was a preference toward spending tax money to send another person to a four-year college rather than to train another welder was three-fourths negative, the response of community college students was 50 percent "Yes," and 50 percent, "No." Several respondents qualified their answers but stated that they would agree rather than disagree if we needed more welders and a few indicated that both are needed.

Question 25 stated that too much emphasis is being placed upon a college education in our high schools and 70 percent of the respondents agreed. However, the mix of the responses is interesting as seen in Table 3.

Table 3

Detailed Percentage Response to Question 25:
"Too Much Emphasis is Being Placed Upon a College Education in Our High Schools"

Respondent Group	Percent "Agree"
Teachers	79%
Twelfth Grade Students	61
Community College Students	51
Vocational-Technical Institute Students	60
Students, Total	59
K-12 Administrators	77
Representatives of Agriculture	74
Representatives of Business	75
Representatives of Labor	58
Representatives of State Agencies	87
Others	69

Once again, a few respondents indicated that vocational education is equally important to a college education.

Finally, in Question 27 the overall reaction to the statement that "Everyone is better off with a bachelor's degree," was overwhelmingly negative among all respondents of all groups.

Question 1 in the opinionnaire was inserted to gauge the public's reaction to private vocational efforts as compared to public ones. No definite conclusion on this question could be reached since 49% of the respondents said "Yes, if I were going to school to be a secretary, I would be better off in finding a job if I went to a private business school than if I went to a public school" and 51% said, "No." Among the groups of respondents, however, only 16% of the vocational-technical institute teachers agreed but 70% of the community college students and 72% of the representatives of agriculture agreed. There was a tendency for those with vocational training to disagree more than those who had not had vocational training. Several respondents said, "Yes, but this should not be the case," and a few pointed out that whether it is true or not depends upon the school. One who said, "yes," added that "private schools often aid students in getting jobs" and another said, "Yes, mainly due to placement contacts."

Another question to be raised about the current image of vocational education is whether the public thinks it is "out-of-date." In this regard, Question 35 stated, "The way vocational classes are being taught has not changed much in the last ten years." Only 19% of the total respondents answered "True," while 51% said, "False,: and 30% admitted they did not know. It is perhaps worth noting that while 24% of the teachers said, "True," only 10% of the students did and while only 13% of the representatives of labor agreed, 32% of the representatives of state agencies did. One school superintendent added that it is also true of "regular classes and college classes but especially true of vocational education" while a teacher pointed out that the answer "depends upon the school or area."

In general, based upon these responses it would not appear that vocational education is Washington is suffering from a negative image among the various publics it serves nor does it appear that it is taking a backseat to college education in the public's mind. Besides seeking to answer the general question of the image of vocational education, the opinionnaire also contained a number of questions which were intended to assist in determining whether the publics believe that vocational education is doing the job the public wants from it.

Public Expectations from Vocational Education

The tenth question in the opinionnaire stated that "I believe that the taxpayer is getting his money's worth out of funds spent for vocational education." The pocketbook is perhaps one of the tenderest spots on the person of a taxpayer and will reveal his feelings better than questions related to other judgments and still 62% of the respondents answered "Yes" to the question. There was a slight variance between respondents who had vocational education (64% "yes") and those who had not (59% "Yes"), but among the students with vocational training only 47% of the twelfth graders

agreed, 54% of the community college students agreed, but 81% of the vocational-technical institute students agreed. Among the students without vocational training 62% of both twelfth graders and vocational-technical institute students agreed but only 37% of the community college students agreed. The low percentage of community college students agreeing might be noteworthy, as are some of the comments made by respondents:

1. Physician: "I don't believe the taxpayer is getting his money's worth out of most funds spent."

2. Community College Instructor: "Some programs yes--some no--a 12-week program is useless in most cases (MDTA)."

3. State Agency Representative: "Yes but there is a great need to spend more tax dollars on more vocational training."

4. Teacher: "The use of money is not watched carefully enough to see that it is spent for vocational education."

Question 14, dealing with whether tax dollars should be spent to train another welder or to send another student to a four-year college is related to what the public expects from vocational education and has already been discussed. But Question 18 is also related and stated that, "We should spend less of our tax money training people for jobs and more of it on creating jobs." Of the respondents, even given the present state of the economy, only 32% agreed, with 53% disagreeing and 15% indicating "no opinion." Among specific groups 59% of the representatives of agriculture disagreed as did 70% of the representatives of business but only 46% of the representatives of labor disagreed. One individual pointed out that the "concepts are not compatible" and another said, "Right now I agree; over a period of time I would disagree." Others indicated that their agreement was qualified as to the condition of the economy at the time.

Some of the questions were designed to be even more specific about public expectations of vocational education. Thus Question 15 was more directional by attempting to determine if the public believes vocational or pre-vocational education in the lower grades is desirable: "learning about the production and distribution of the world's goods should begin in elementary school." The response was unquestionably favorable with 84% agreeing, 7% with no opinion and 9% disagreeing. Forty-five of the 84 who disagreed were students.

Two questions relate to the question of whether vocational education should be more job-oriented. In response to Question 17 ("Most high school graduates should have a saleable skill") those with vocational training agreed to a greater degree (72%) than those without (67%) and the overall reaction was agreement with the statement (70%). The highest agreement was found among the representatives of labor (80%) and the lowest among community college students (61%). A physician pointed out that, "All graduates should have a saleable skill whether they attend college or not," and a student noted that it "depends upon the definition of 'saleable skill.'"

Question 36 was more factually stated: "All vocational classes are designed to lead the student to a specific job." Some of those who said this was "True" did so by changing the statement to either "occupation" or "type of job" rather than "specific job," and a school superintendent remarked that "I still don't know the differences between vocational education and industrial arts." The overall response to this statement is inconclusive except perhaps to indicate that there is a segment of the public unfamiliar with the goals and objectives of vocational education: 38% said, "True," 16% did not know and 46% said, "False." Within specific groups it is noteworthy that 84% of the K-12 administrators and 52% of the teachers said, "False," but 73% of the vocational-technical students said, "True."

There was a relatively ambiguous response with regard to the role of on-the-job training vis-a-vis more formalized vocational education. Question 22 ("On the job training is every bit as good, if not better, than classroom vocational education") was agreed to by 51% of the total number of respondents and 36% disagreed and 13% had "no opinion." The indecisiveness of this issue was punctuated by comments such as "It seems to me each is equally important;" "Cannot respond. Too controversial. Wouldn't hire a draftsman to train if he had not been tutored in drafting"; "Only in some situations"; "Depends on the job"; "Could be but often is not"; and "There is a need for the two of them."

Whether the concept of continuous enrollment is considered a desirable objective by the public was the motivation for asking Question 26: "A student should be able to enroll in a vocational class whenever he wants and not simply in September, January or April." There was agreement by 58% of the respondents, disagreement by 31% and 11% who indicated they had no opinion. While one teacher agreed he stated, "This may be very impractical, though" and another raised the question, "How could classes be sequential then?" The responses tend to be inconclusive and, much like the question of the importance of on-the-job training, seems to indicate an indecisiveness among the general public in regard to the issue.

Another point raised in the opinionnaire was whether business and industry job needs should be considered in establishing and continuing vocational programs. There was disagreement by 51% of the respondents to the statement that "It is a responsibility of the state to train enough people to meet the job needs of industry" (Question 28). Responding that they had no opinion were 13% and 36% agreed with the statement. The greatest disagreement came from representatives of agriculture and business where in both cases 62% of the respondents disagreed. A high school teacher commented that "Industry should be responsible for apprenticeships and training and the public schools should inform students as to trends, changes, opportunities, etc., and provide skill training." The fact that industry should be playing a role in this regard was cited by several teachers.

Finally, two questions were raised pertaining to the question of the relationship of academic and vocational education. As to the statement that "Vocational education is too academic" (Question 16), 66% disagreed and only 17% agreed with no opinion held by the remainder. Only 12% of the students agreed but 36% of the K-12 administrators did so. Much of the disagreement is

being taught," "varies," and "depends on school." One respondent stated, "I am a professional personnel executive and I do not know the answer to this question" which may well represent a general attitude that the question is, in fact, unanswerable. But the statement that "Teachers of vocational education classes do a better job if they have bachelor's degrees" (Question 37) brought a different response: only 16% of the respondents said this was "true." While 54% said the statement was "false," almost one-third admitted they did not know (30%). It is noteworthy that 63% of the teachers said "false" as did 57% of the K-12 administrators. Among the qualifiers of certain respondents were the following:

1. High school teacher: "A person with a B.A. who has learned how to teach would do a better job than one who is simply an expert in his field."

2. Community College Instructor: "Successful experience is more important but education is helpful in preparing materials and other requirements."

3. K-12 Teacher: "True. As a well rounded individual. There is more to 'teaching' a vocational class than just the particular skill involved in that one vocation."

4. Representative of state agencies: "Not necessarily."

5. Student: "That depends on the individual."

6. Vocational Teacher: "There are exceptions but where do you draw the line?"

In summary, it would appear that there is a kind of general agreement that vocational education is doing the job the public wants from it, but other than indicating a desire to orient vocational education toward providing graduates with saleable skills, specific issues such as the questions of on-the-job training and continuous enrollment and the academic-vocational mix produced inconclusive results even among students and educators. But one of the most troublesome issues was whether vocational education has a cause and effect relationship in affecting social outcomes.

Social Goals of Vocational Education

Two questions were designed to assist in determining whether the publics believe that there is any relationship between training people for occupations and solving a social problem such as reducing divorces (Question 20: "If more kids took homemaking classes there would be fewer divorces") or reducing juvenile delinquency rates (Question 30: "As enrollment in vocational classes increases, juvenile delinquency rates decrease.") In regard to the question of divorces 53% disagreed with the statement and the other responses were evenly distributed (23% agreed and 24% had no opinion). In the case of reducing juvenile delinquency rates more individuals indicated they agreed (40%) or disagreed (20%). The group to disagree most vehemently that there is a relationship between taking homemaking classes and reducing divorces was twelfth graders (75% disagreed). Statements made relative to

both of these questions serve to illustrate the problem of the respondents: "It should;" "Too many other factors to consider;" and "Who can say?" But in dealing specifically with the question of homemaking classes and whether the public considers these a valid part of vocational education a more decisive response was received.

The Role of Homemaking in Vocational Education

A "loaded" statement was made in Question 33: "Since homemaking is not an occupation, it should not be part of vocational education." Indeed, noting the "loaded" part of the statement, several respondents asked, "Who says it is not an occupation?" The recognition of homemaking as an occupation is probably the explanation why 84% of the respondents disagreed with the statement. There were some who agreed however (8%) with one school superintendent stating, "I see this as a set-up question. I think vocational home economics is a phoney. I'll bet not 1 in 1,000 get jobs in the field other than waiting tables." Nonetheless, when coupled with the results of Question 38 ("Homemaking classes are primarily concerned with teaching girls to be good wives") it would appear that the public believes that homemaking is a proper vocational pursuit. In the case of that statement 63% disagreed while 18% agreed and 19% did not know. The highest disagrement came from K-12 administrators (80%) and 68% of the teachers also disagreed, but only 57% of the students indicated disagreement with the statement. The same school superintendent quoted relative to Question 33 said in respect to Question 38 that "Home economics is a waste--no relation to reality. How about a little birth control, how to fix three square meals, a little charm course. I only know one home economics teacher that sews her own clothes and can fix a decent meal." One teacher pointed out that vocational education is concerned with teaching girls to be good homemakers not wives and one state agency representative voiced a concern by stating, "I hope not."

Accuracy and Extent of Public Information

A series of questions were included in the hope that the responses would reveal (1) whether the various publics accurately informed about certain basic facts related to vocational education and (2) if the simple knowledge about taking vocational classes is known. The responses to five questions in the Opinionnaire are summarized in Table 4 (certain previously-discussed questions such as numbers 36 and 38 also bear upon this issue).

Table 4

Dissemination of Vocational Education Information

Question	Response
2. If I wanted to find out more about vocational classes in my community, I'd know where to go.	84.6% "Yes" 15.4% "No"

Table 4 (Continued)

Question	Response
6. I know exactly where the nearest place to take a class in typing is.	83.5% "Yes" 16.5% "No"
12. If I wanted to find out more about vocational classes, I'd know who to see in my community.	80.4% "Yes" 19.6% "No"
34. About one-half of the state's high school graduates go on to a four-year college.	23.3% "True" 44.7% "False" 32.0% Don't Know
39. All high schools in the state are required to offer vocational education courses.	22.1% "True" 27.9% "False" 50.0% Don't Know

It would appear from these responses that the various publics are sufficiently informed about where to go for vocational courses and classes and who to see if they wish to enroll so that efforts at the local level are adequate in this regard. It is interesting to note, however, that with respect to Question 6 sixty-one students reported they did not know where the nearest place to take a class in typing was (11 twelfth graders, 32 community college students and 18 vocational-technical institute students). In regard to Question 12, forty-eight percent of the community college students stated they did not know who to see to find out more about vocational classes.

The responses to Questions 34 and 39 would appear to indicate that at least as regards these two facts there are a surprising number of individuals, including teachers and school administrators who simply do not know whether the statements are true or false and a relatively large percentage of the responding publics are misinformed about these two facts. Whether one could conclude from this, however, that greater attention to dissemination of basic information of this sort is necessary is debatable.

Dissemination Devices

If greater attention were to be paid to public information activities it would be desirable to know the best media with which to reach the various publics. Thus, three questions sought to determine whether through distribution to the home via mail, the use of television or newspaper articles and advertising there might be a preferable dissemination device. The results of the responses to these questions seems to indicate that there is no one preferable media among those discussed nor did there appear to be any meaningful differences among the various groups of individuals surveyed. The results of the tabulation of responses to these questions are shown in Table 5.

Table 5

Methods of Dissemination Information

Question	Response
3. Of all the reading I do, I read newspapers more often than anything else.	60.3% "Yes" 39.7% "No"
8. I watch television, on the average, for more time than I read each day.	28.3% "Yes" 71.7% "No"
11. I read almost all mail delivered to my home.	78.7% "Yes" 21.3% "No"

Supplementary Education

Two statements were made in an effort to obtain information about whether the public has been adequately informed about the value of supplementary education: Question 21 ("Taking evening classes is a good way to get a raise or a promotion") and Question 23 ("The best way to get a raise or promotion is to work harder.") To Question 21 there was a 73% agreement and to Question 23 only 52% agreed (while 36% disagreed and 12% had no opinion). While one could certainly conjecture about several possible reasons for these answers they do appear to indicate that the importance of supplementary education has been widely conveyed. It is of particular note that 82% of the representatives of business and 83% of the representatives of labor who responded agreed that taking evening classes was a good way to get a raise or a promotion. This feeling might also account for the fact that 49% of the businessmen and 47% of the labor representatives disagreed with Question 23.

Use of the Public High School

Finally, the opinionnaire sought public response to a very specific concern: year-around use of public high schools. Question 7 did not indicate to what use the facility might be put but it was clearly stated that such use might well cost more in operating expenses: "I believe that our public high schools should be used for year-around programs, even though it would cost more for operating expenses." Perhaps not surprisingly 73% said "Yes" and only 27% of the respondents said, "No." There was an 81% favorable response from teachers and an 83% favorable response from school administrators. One state agency representative qualified his response by stating that it would "depend upon the program developed" while others said "This should come as soon as possible" and several indicated their belief that year-round use of the facilities should not cost more or should even be less expensive.

Summary of Specific Opinionnaire Responses

In summary, it would appear that the publics whose representatives responded to statements in the Opinionnaire hold a generally favorable view of vocational education activities in Washington. Some of the issues which have been the subject of considerable debate and controversy among state-level vocational educators and administrators appear to be unresolved among the various publics contacted. It may well be that these publics are not adequately informed about the pros and cons of such questions as continuous enrollment or the social goals of vocational education, but it might also be that "getting the job done" is of more concern to these "users" of the services of vocational education than what quite often amounts to little more than petty bickering about approaches where there is no "right" or "best" way. The issue of whether teacher training or a bachelor's degree is essential for good teaching might be another example of an area where debate over the issue is futile and detracts from the main business of vocational education.

With this discussion of the general and more specific image of vocational education having been outlined, attention can be turned to an examination of what statewide efforts are underway with regard to public information.

Current Public Information Efforts

While a large number of State agencies and private organizations have indirect and peripheral involvement in public information efforts concerning vocational education, the State agencies most directly involved with these efforts are the Division of Vocational Education, the State Board for Community College Education and the State Superintendent of Public Instruction. In addition, a number of private organizations were contacted and requested to describe their role. A full exposition of this question would include a larger survey, including field agencies and local governmental agencies. But for present purposes, it is hoped that the major efforts are portrayed by virtue of the material described herein.

Efforts of State Agencies

1. The Division of Vocational Education. One of the methods of disseminating information is through the news media. In this regard, the Division issued an average of one information release concerning vocational education per week during FY 1971. The releases were made to the wire services, newspapers, television stations and so on as appropriate. These releases included information about meetings of the Coordinating Council and conferences as the Vocational Agriculture Summer Conference, training courses, Vocational Education Week and other program activities. One significant release announced the publication and availability of

What About Vocational Education?, the first in a new series of brochures designed to assist local school administrators in planning. Other publications planned will deal with anticipating the need for vocational education and providing information to help establish programs in grades kindergarten through twelve.

While a large number of publications are prepared and distributed each year, including curriculum guides and program planning materials, the following appear most appropriately cited as public information services:

1. The 1970-71 Vocational Education Directory;
2. The Directory of Community College and Vocational-Technical Institutes;
3. The Trade and Industrial Newsletter;
4. Vocational Industrial Clubs of America Flyer;
5. Washington State Home and Family Life Education Newsletter;
6. FHA Newsletter;
7. Washington Association Future Homemakers of America 1970-71 Yearbook;
8. Distributive Education Clubs of America Reporter (three issues);
9. Vocational Education News; and
10. The Annual Report.

These materials were disseminated to school superintendents and principals, community college presidents, state educational agency personnel, local vocational directors, and certain four-year college and university staff. A more diverse group including advisory committee members, community college boards of trustees, the U. S. Congressional delegation, state legislators and others interested in vocational education receive the Vocational Education News (a mailing list of 8,931 for the August 1970 issue), and the vocational services report titled Vocational Education in Washington State (11,026 distributed in 1970-71). The distribution of What About Vocational Education? was limited to educational administrative staff.

Five programs are reported by the Division relative to information activities and expenditures for these are detailed in Table 6.

TABLE 6

Object of Expenditure	Total	Public Information Production	Public Information Services	Motion Picture Advisory Committees	Legislative Information	Consultive Services to Other Agencies and Institutions
Salary and Wages	$26,985.84	$10,706.49	$7,356.53	$1,446.68	$7,476.14	N.A.
Retirement and Benefits	1,498.88	528.82	400.47	74.28	495.31	N.A.
Other Contractual Services and Reimbursement	7,743.83	7,238.49	215.40	287.79	2.15	N.A.
Travel	1,252.28	760.17	76.24	34.02	381.85	N.A.
Equipment	68.85	68.85	0	0	0	N.A.
Supplies and Materials	394.73	309.68	85.05	0	0	N.A.
Sub TOTAL	$38,194.41	$19,612.50	$8,133.69	$1,842.77	$8,355.45	$250.00
Postage $1,361.47						
Grand Total $39,555.88						

The Motion Picture Advisory Committee program is a pilot project designed to improve and enhance the applications of cinematography in shaping public opinion and also as a teaching tool.

Even this detailing of information activities, as the Division points out, does not fully assess the total public information activities:

> "In such a report, we must note the complexity of assessing direct costs and cost benefits. The projects reported above have, implicit in their design, the capability of affecting the "image" of vocational education. Additionally however, most of the entire activities of this agency can and frequently do bring about peripheral "image" effects. Activities such as the youth organizations, teacher training, work shops in management and new and emerging occupations, curriculum development and others, all have cost benefits which are not within our present abilities to measure accurately. Guidance activities would be yet another such example.
>
> "Within certain activities of our divisions, items with the potential to affect the vocational image occur. One example of these would be the expenditure by Fire Service Training for bulletins used in connection with their teaching activities. Five such bulletins in the last fiscal year cost approximately $2,175.00. Presentation certificates cost approximately $500.00. Announcements for special workshops cost $1,200.00. This total of $3,875.00 might be referenced in the area of additional public information costs."

Of special note are the activities of the youth organizations in holding training conferences and workshops and, in general, making students in particular aware of vocational activities and opportunities. Presently, there is an organization related to distributive education (W-DECA), homemaking (Future Homemakers of America), trade and industrial education (VICA) and agriculture (FFA).

2. State Board for Community College Education. During Fiscal Year 1970-71, public information and publications expenditures by the State Board totaled almost $50,000 detailed as follows:

Salaries (2)	$21,750
Travel	663
Benefits	2,021
Film Processing	650
Printing, including Art and Layout	21,000
TOTAL	$46,084

Other objects in the accounting system, such as telephone, supplies, etc., are not broken out by function, but were minimal other than mailing which might have cost an additional $2,000.

TABLE 7

Dissemination List

	Highlights	Intercom	Press Release
Community College			
College address			
Presidents	x	x	x
Deans of Instruction			
Occupational Directors			
Continuing Education Directors			
Business Officers			
Information Officers	x	x	x
Registrars			
System Advisory Council (SAC)	x	x	x
Faculty			
Bulk Distribution (Faculty)	x	x	x
FAC Representatives	x	x	x
Association Heads	x	x	x
State Board			
State Board Members (7)	x	x	x
Students			
WACCSG Representatives and Chairman	x	x	x
Student Body Presidents	x	x	x
Student Editors		x	x
State Agencies			
Agency Directors and Employees	x	x	x
Trustees			
District Trustees (110)	x	x	x
Higher Education			
Four-year institutions	x	x	

TABLE 7 (Continued)

	Highlights	Intercom	Press Release
Request List			
Request List	x	x	x
Press List			
In-state press, radio, TV		x	x
Out-of-state press, radio, TV		x	
Legislature			
Legislators (148)	x	x	x
Committee staff	x	x	x
Legal Counsel			
Assistant Attorney General assigned to Community College	x	x	x
State Directors			
Community College State Directors (50)	x	x	

The regular distribution for three regular monthly publications is found in Table 7. (Highlights, Intercom, Press Release)

While regular news articles, including items concerning vocational education are disseminated through the distribution of Highlights and Intercom, two additional publications were issued this past year which are worth noting: a 24-page brochure titled, Facts About Vocational Education in Washington Community Colleges and a more detailed publication describing the philosophy of the community college system and a campus-by-campus listing of occupational program offerings are of particular note. These have been more widely distributed by making large numbers available to individual community colleges for further distribution and also to high school counselors and many potential students.

3. State Superintendent of Public Instruction. During the school year Your Public Schools is published as a monthly newspaper tabloid. Throughout the past year, articles pertaining to vocational education have been featured in this publication which is sent to all public school employees, certificated and classified as well as representatives of public and private higher education institutions, governmental bodies, state, civic and education-related groups and news media. Some of the headlines of these articles will serve to indicate the nature of the coverage of vocational education activities:

   February, 1970: "Local Control Needed for Effective Focus of Voc-Tech Institutes"

   January, 1971: "Girls Misquided Counseling Favors College, says Report"

   February, 1971: "Voc Ed Students Increase 1200%"

   May-June, 1971: "Statewide Vocational Ed Projects in Action"

   May-June, 1971: "Voc Ed Programs Tripled Last Year"

These articles reflected many of the items with which the Advisory Council is currently concerned relative to the image of vocational education. Further, they indicate that there is a genuine concern about improving the image of vocational education in Washington. Some excerpts from the articles will serve to illustrate this:

1. On Counseling (January, 1971):

   "The publication says counseling techniques favor the college-bound student. "The practice of a dual guidance system, one for the college-bound student and one for the non-college student, is not consistent with the responsibilities of a public, tax-supported educational program." The Council itself conducts a workshop (Project NEED) designed to acquaint teachers and counselors with the realities of the world of work and to inform them of the opportunities available through vocational training as an alternative to college."

2. On the image of vocational education (May-June, 1971):

   "James Blue, director of vocational education in the state superintendent's office, says he sees a 'new statewide and national awareness on the part of the general public as to the value of vocational education, a major factor in today's growth.' We must realize that a man's work is honorable--whether he is an astronaut or an artisan.

"Bruno emphasizes that the recent growth has not been made at the expense of reduced standards in either teacher certification or in vocational program approval processes. Rather, he credits a newly-instituted requirement for annual and long-range planning of vocational programs by every local school district before state approval is granted for some of the growth. He also credits the state legislature for its interest in vocational education and for its passage of bills to support new programs."

3. On vocational education as job preparation (January, 1971):

"In Project MOVE at Spokane Community College, Freeman High School and five other schools are involved in bridging the gap between school and job entry for students who have no particular vocational goals.

"During its first year, the program saw 13 students choose vocational training and use the project to assist them in making specific future vocational plans.

"Columbia Basin College at Pasco has established a placement service that will become an integral part of a college vocational education program. Because of the nature of the job market, it is necessary that the placement service consider the state as a whole as a placement area, rather than limit attention to the Columbia Basin.

"At Skagit Valley College, Mount Vernon, a counseling service for military personnel within the college district has been set up. Counseling services have been set up at the Whidbey Island Naval Air Station."

4. On the status of vocational education vis-a-vis college preparatory education (April, 1971):

"We have some examples of fine programs of vocational education that have done much for people and for the industrial and agricultural kindergarten through high school, there has always been a feeling on the part of some of us that vocational education has never really 'made it' as far as status and hitting the target are concerned.

"Our public school system has basically been oriented to university and college matriculation. Our teachers have taught for this purpose. The records our students establish have been on this basis. Last, and perhaps most important of all, the syndrome which parents have always had that their son or daughter must go to a college or university has been a controlling and dominating factor. We must put forth the principle that vocational education is not for drop-outs, that vocational education is not for the disadvantaged, that vocational education is not for the 'no shows' or the 'copouts.' I insist that vocational education must be for everyone in its proper perspective and role.

"There must be a development in our public school system which makes vocational education an integral part of the warp and woof of our educational system. Vocational education must no longer be relegated to second-class status."

In addition to articles in the regular monthly newspaper, the Office of the Superintendent has been utilized to encourage school administrators to recognize the values of vocational education. For example, in a May 24, 1971 memorandum to school administrators the State Superintendent dealt with the significance of a convention of the Future Homemakers of America:

"The second impression I gained was this: It appears unfortunate to me that chapters of the Future Homemakers of America are not to be found in many of our urban and suburban high schools. This organization has been unfortunately labelled a 'rural' organization and obviously this just isn't so. The American home is not just a 'rural' institution."

In regard to the cost of these and other public information efforts related to vocational education, the Information Officer reports:

"I am not sure that I can break down the expenditures for vocational education within the public information expenditures which would be directly related to vocational education. I am editor of the newsletter and am responsible for news releases which Mr. Bruno sends out within my responsibilities as the information officer for the agency...."

Since no specific publications related solely to vocational education were prepared by this agency during the past year, there would be considerable effort involved in attempting to isolate such expenditures.

Efforts of Private Organizations

Representatives of labor, business and teacher organizations were asked to describe their public information and/or image building efforts relative to vocational education and to describe what they believe to be the role of their kind of organization. While a number of private organizations were contacted, not all were able to respond within the time frames necessary concerning the role of their organization in improving the image of vocational education. The respnses of several organizations follow.

1. Washington State Labor Council, AFL-CIO.

We have observed that the Washington State Labor Council is the only organization which involves itself in every aspect of vocational education, including the assisting of local programs (common schools, community colleges, occupational skill centers, non-graded v ocational-technical institutes), State administration, and in the Legislature. One staff person speaks frequently with students, faculties and administrations about labor's views and speaks with labor and other organizations about vocational education.

Delegates to our Convention discuss and adopt policy positions on vocational education annually.

We believe that labor organizations and management, equally, should be intimately involved in any vocational program from its inception. No one can help more with training of students for employment than those who hire and those who work in the respective vocational skill area.

2. Washington Vocational Association.

Through our professional efforts the WVA is attempting to build a better image for vocational education by demanding better qualified teachers, promoting inservice training, and entering the arena to tell the public about what we are doing and how we can serve.

I believe that the role of the professional vocational associations should be one of partnership. The professional association has a responsibility to not only promote the welfare of vocational educators but to participate in the planning and implementation of all vocational oriented educational activities whether they occur within the public or private sector of our society.

3. Washington Education Association.

Vocational education has not been a major area of emphasis of ours--perhaps due to many other pressing problems. However, it could become a greater concern if the vocational education teachers in our 315 local units were to express their concerns through these local associations and at our policy-making meetings.

Certainly in these times, when we are endeavoring to meet the needs of the socially, economically and culturally handicapped, we and other organizations and agencies, including government agencies, should be very conscious of the need for supporting vocational education. Many of our schools and community college teachers are deeply involved in this important area.

4. American Society of Training and Development, Washington State Chapter.

ASTD has contemplated a review committee which would study all available vocational education in the Puget Sound area--to evaluate caliber of such programs, and to establish a common vehicle for publicity within organizations (firms) we represent. Little has been done beyond occasional discussion. I personally think this would be of great mutual value and should be easily achievable--perhaps through a relationship between ASTD and the vocational education Coordinating Council.

With certain programs, such as the Snohomish Professional Management Program, where there has been great industry involvement, support and publicity has been extensive.

Business will get involved in matters it believes serve its essential needs. Two relevant needs are (1) the requirement for a pool of trained personnel in common job specialties, and (2) assistance in training a substantial number of employees in skills which are firm-unique, or industry-unique.

In either instance, it serves our interest, and we are obligated to serve on advisory committees, provide an instructor talen pool, assist in the specification of skill requirements, and publicize these programs within our business. It appears we haven't optimized any of these roles at this time.

The foregoing depiction of public information efforts underway is not intended to be exhaustive, but certainly indicates that a good deal of attention is being given to improving the image of vocational education by both public and private sectors in Washington.

The state agencies, in particular, appear to be concerned with the image of vocational education and are exerting a concerted public relations effort. It does appear, however, that a good deal of worthwhile information is not widely disseminated outside "the family" (school educators and administrators and so on). In addition, an examination of some of the publications indicates a tendency to be more concerned with "proving" that a good deal is being done in the field of vocational education rather than being directed toward an "outreach" program wherein the services of vocational education and the benefits to be derived from these services are described in order to enhance the attractiveness and respectability of such programs. For example, a good deal of information about the potential lifetime earnings of college graduates is disseminated, but is comparable information about electronics specialists or plumbers as widely known? Greater consideration to such public relations activities could be considered and, in this regard, greater involvement of private organizations, particularly representatives of labor, management and student might well be an important adjunct to this endeavor.

In addition to specific publications and mass media approaches to image building the important role played through teacher preparation, counseling and placement activities should be examined.

Teacher Preparation, Counseling and Placement Activities

The significance of the teacher education and certification programs in molding and directing attitudes toward vocational education should not be underestimated. The certification function for administrators and non-vocational teachers resides with the State Superintendent of Public Instruction and the state's teacher training programs are, to a large extent, dictated by virtue of the certification requirements established to determine eligibility to teach in this state.

Separate standards of certification exist for vocational teachers and these are under the guidance of the Division of Vocational Education in accordance with the State Plan. While these are important and while the entire subject of training of vocational technical teachers is a worthwhile study in itself, this report is more concerned with the role of administrators, counselors and regular teachers in terms of the basic subject of improving the image of vocational education.

Beginning in 1966 the Teacher Education Advisory Committe of Washington State began reviewing the standards and processes of teacher preparation and certification. Among the principles established for use in developing new standards was that, "if preparation programs are to be relevant, representatives of all agencies and agents which are affected by or which effect education should participate in isolating competencies and professional standards and developing preparation." The new standards which are emerging have become known as "The Fourth Draft."

Historically, the State Board of Education prescribed the number and kind of courses required for teacher or administrator preparation. In 1949 the approach was changed insofar as regulations were established for program approval where only general outlines of teacher training programs were state-prescribed. The approach now under study would affect a number of changes including more individualized, systematic and performance-related basic preparation. The fact that the entire teacher preparation and certification process is currently under review and scrutiny coupled with the fact that there is an ever-increasing awareness of the importance of the K-12 teacher and administrator and counselor in developing attitudes toward vocational education would seem to indicate the appropriateness of setting forth guidelines for insuring that teacher preparation programs do not ignore the inclusion of experiences which would stress the importance of occupational awareness and guidance within those programs. To expand upon one of the principles established by the Teacher Education Advisory Committee, one could say that "If teacher preparation programs are to be relevant, representatives of vocational education should seek to insure that they include a component related to the world of work as an alternative to a college education."

Efforts are also underway at Washington's four-year colleges and universities to increase the focus upon vocational education in teacher education programs. For example, Washington State University offers a large number of courses in vocational technical education including a course dealing with problems and trends in vocational technical education; a course in occupational exploration in elementary schools; philosophical foundations for vocational technical education; practices of planning, budgeting, administration and supervision of vocational technical education in schools, colleges and industry; and courses in vocational guidance. In addition, a summer internship program was conducted at Richland featuring structured and directed experiences in teaching, supervisory, and administrative positions in schools, colleges, industrial firms and state offices.

As another example, Central Washington State College has established a separate degree program in Technology and Industrial Education, as well as one in Home Economics and a Business Education and Administrative Management degree program.

However, pre-service exposure to the world of work is not the only need in teacher and administrator preparation; in-service training is important as well. Seminars and workshops designed to acquaint school personnel with career opportunities and the planning and development of vocational course sequences which dovetail with academic offerings as well as leadership training and vocational awareness would be highly desirable in achieving the respectability that vocational education activities deserve.

An even more important area of concern is the preparation programs for counselors. At one time the Coordinating Council on Occupational Education sought to enhance the use of vocational counselors in the public schools by contributing funds for up to one-half of the salary of such a counselor. However, this approach was abandoned largely because funds permitted support for only 35 to 40 of the approximately 1,500 school counselors employed by the local school districts as well as a recognition of the desirability of all counselors to acquaint their students with vocational alternatives. The opinionnaire revealed that from its respondents in all occupational categories there was an overwhelming acceptance of the desirability of this concept. In response to the statement that "High school student counselors have a responsibility to tell all students about vocational training opportunities as alternatives to a college education," ninety percent of the respondents agreed. Indeed, no one who returned the opinionnaire failed to respond to that particular question. One respondent remarked that this was definitely their responsibility "but few do." A teacher added that it would be "nice to have counselors even talk to all students."

The report of the Special Levy Study Commission, Assessment and Accountability, previously cited, illustrated the desirability of vocational counseling as expressed by the personnel managers of 35 firms contacted. One personnel manager stated that, "As I see it there is a real need for vocational counseling in our schools; that together with a combined effort between labor, industry and the schools, we might be ab le to fill the need for skill training. I picture two years in school and one year on the job

in an apprentice type program. There is a need for the curriculum to be in perspective with the needs." Thus recommendation number four was the "Addition of a vocational counseling program that both gives advice and attacks the myth of the vocational training stigma. A program that has the philosophy that making a piston fit a cylinder to the 1/1000 inch is of equal merit to the ability to make geometric calculations" and recommendation number nine that, "The state consider including some vocational oriented curriculum and counseling within the existing elementary program. As attitudes along with interest in a vocation are developed early in life, the above inclusion might open a variety of alternative vocational choices to the student at the stage when he is making his decision, as opposed to after attitudes have been formed and decisions made."

Operation NEED is a program of the Division of Vocational Education wherein voluntary workshops of 30 to 60 hours are held in order to involve counselors in exposure to the world of business. Such workshops could be made a part of regular pre-service teacher training programs. A case could be made to make the Coordinating Council on Occupational Education responsible for evaluating the selection, training, supervision and inservice growth of counselors. Further as a part of the state plan and in order to become eligible for vocational education funding consideration could be given to requiring meaningful work experience and exposure in counselor training programs.

Complaints have been registered, however, that counselors are currently "bogged down" in some instances by paperwork, clerical duties, course scheduling, delinquency and truancy problems and are therefore unable to adequately perform their true counseling role. In other instances, charges have been levied that there is an overemphasis upon the role of the counselor as amateur psychiatrist. To some degree, the notion of a full-time vocational counselor is once again being considered. In California it was recommended "that the State meet 50% of vocational counselors' salaries as an inducement for districts to hire such specialists. The benefits accruing from students making considered and wise decisions rather than floundering through a trial and error process, perhaps failing or dropping out because of poor decisions, would be substantial." However desirable state and federal financing of vocational counseling services might be the practical funding limitations must be borne in mind in considering this approach. An alternative might be to consider the development of paraprofessional vocational counselors.

Once again in California it was recommended that the state's education code be amended to allow certificated vocational faculty members to serve as vocational counselors without pupil personnel credentials. Perhaps another approach would be to establish a pilot program involving a two-year training period relative to a new vocational counseling paraprofessional career. Art Pearl in his recent book, New Careers for the Poor has dealt with this possibility relative to general counseling. It might well prove to be a less costly method of obtaining the desired vocational counseling results and would further assist in effectively providing another program of educational opportunities for the disadvantaged, unemployed and underemployed segments of society.

Along with teacher preparation and counseling the efforts of the public schools at placing their graduates in suitable jobs has been considered as an important element of building the image of vocational education. Unfortunately not enough is now known about those placement activities that are being undertaken in the community colleges, the vocational-technical institures and the high schools of the state to adequately evaluate these activities. Several reports, including the First Report of the State Advisory Council on Vocational Education, have pointed up the need for a more widespread and more comprehensive system of "following-up" graduates of vocational education programs. The present system appe-rs to be quite costly in terms of the end-product and is utilized in only about half of the community colleges, and none of the local school districts. However, the difficulties of developing information about graduates and mandating the use of such a system of follow-up information should not result in the dismissal of this approach since the benefits in curriculum planning, course and program evaluation and budgeting far outweigh the difficulties.

Other states have evolved workable and often quite elaborate follow-up systems for use in evaluating the effectiveness of their vocational education programs. The State of Georgia is one example of such a system. The information gathered by the counselors each year includes the following:

1. The job status of the graduate

    A. Entered armed forces
    B. Continued school full-time
    C. Other reasons not in labor force
    D. Occupation for which trained
    E. Field related to training
    F. Field not related to training
    G. Employed part-time
    H. Unemployeed-seeking work

2. The salary (by range)

3. Time in present job

4. Job satisfaction (by degree of satisfaction)

5. Evaluation of the value of the training relative to the job

6. Whether self-employed or not self-employed

7. Number of job changes

8. Where placement assistance was given

   A. School person
   B. Friend or relative
   C. Ad in paper or magazine
   D. Employment agency
   E. Previous Employer
   F. Other

9. The length of time between leaving school and placement

10. The distance of the work location from the hometown

11. The number of job offers received

12. A rating of the school

13. A rating of the preparation for inter-personal relationships

The establishment of a similar follow-up system in Washington and mandating its use might be considered.

The publics' image of vocational education is certainly affected by the private evaluation of the products (the graduates) of vocational education programs: whether they are in occupations related to those in which graduates were trained, whether they receive raises or promotions and so on. Thus, such information is desirable if weak spots are to be isolated and if the effectiveness of programs is to be enhanced. But along with information of this nature the role of the state in placing graduates should be examined.

For whatever reasons the responses received in answer to the general statement that "It is a responsibility of public schools to help students find jobs" indicate a negative reaction with only 29 percent of the respondents agreeing and 63 percent disagreeing. The closest any individual occupational group came to agreeing was on an even split among community college instructors and also among K-12 administrators. Even the students did not agree to the statement. One teacher commented, "Prepare-yes; find--no." Another made an excellent suggestion by stating that "There could be a summer coordinator in the form of a counselor to HELP (students find jobs)." Perhaps this response is in keeping with the traditional notion that public education's responsibility ends with the granting of a diploma or degree and the educational institution has no responsibility for the employment of its graduates. It appears, however, that the public believes occupational guidance to be a definite responsibility of the public schools in general and counselors in particular. In regard to actual job placement activities the role of business, industry and labor should be examined.

The use of advisory councils as a resource for curriculum guidance has been well illustrated in other contexts; their use as "image-builders" has already been discussed in this report; they are also important in

assisting to place graduates in jobs which, in turn, serves as a further image-building activity. In August, 1969 the American Vocational Association published The Advisory Committee and Vocational Education. This document detailed the usual role of local advisory committees: Usually, if a state's official educational plan requires that advisory committees be established before a new program is approved, members are commissioned to: (a) ascertain the interest of the community in vocational education' (b) assess the specific needs of the area; (c) set up standards for equipment and instruction; (d) review instructional content; and (e) assist in the determination of selection criteria for pupils and teachers.

In addition, it was pointed out, General Advisory Committees are utilized to assist in the development and maintenance of the entire vocational program of a school or school district and: They identify the needs of individual and community; help assess labor market requirements; contribute to the establishment and maintenance of realistic and practical programs; participate in developing community understanding and support; aid in building the prestige of and respect for the entire program of occupational education; and, are concerned with long-range goals.

Since the membership of advisory committees ideally consist of laymen representing users of the services of vocational education, their public relations importance should not be underestimated either. An advisory committee can be an effective public-relations instrument. Community interest and support of vocational education can be increased by the various contacts of committee members. They can speak with the authority of eye-witnesses about the merits of education for the world of work. Members can communicate to the public that schools provide a service to the community but the extent of that service depends upon the interest and participation of laymen. Committees help correlate the work of the program with that of other community agencies, such as the local service clubs and the chambers of commerce, which sponsor youth activities.

It is suggested that the widespread use of general advisory committees in Washington would contribute greatly to improving the image of vocational education, but could also be invaluable in advising four-year institutions in the development of their teacher preparation programs; in enhancing vocational counseling activities and in assisting in placing vocational education graduates.

SUMMARY

This report was intended to examine the image of vocational education from the point of view of students, teachers, school administrators, representatives of agriculture, business, labor and state agencies. It dealt with public reaction to the relevancy of vocational education as well as certain specific questions such as current enrollment practices and the current use of high school physical facilities. Current public information activities by state agencies and private organizations was examined and the role and significance of teacher preparation, counseling and placement activities as they affect public reactions to vocational education was examined. It is hoped that based upon the discussion of these issues and the findings and conclusions made as a result of the assessment, that favorable attention will be given to full implementation of the recommendations contained herein.

OPINIONNAIRE ORGANIZATION for ANALYSIS PURPOSES

1. How does the public view vocational education?

   A. Is it for someone else's child?
   Question 9: "I would rather have a son who had a bachelor's degree from Central Washington State College than a son who was a plumber."

   Question 31: " The smarter a person is, the less likely he is to take a shop course."

   Question 32: " Vocational education is mostly for those who cannot afford to go to college."

   B. Is it of less prestige than getting a college education?
   Question 4: " I wish I had more formal education."

   Question 5: " I would rather the government spent more money on higher education than more money on vocational education."

   Question 9: " I would rather have a son who had a bachelor's degree from Central Washington State College than a son who was a plumber."

   Question 14: " If I were to choose, I would rather have my tax dollar spent to send another person to a four-year college than to train another welder."

   Question 25: " Too much emphasis is being placed upon a college education in our high schools."

   Question 27: " Everyone is better off with a bachelor's degree."

   C. Does the public think more of private vocational efforts than public ones?

   Question 1: " If I were going to school to be a secretary, I would be better off in finding a job if I went to a private business school than if I went to a public school."

   D. Does the public think vocational education is "out-of-date"?
   Question 35: " The way vocational classes are being taught has not changed much in the last ten years."

2. Is vocational education doing the job the public wants from it?

   A. Generally?
   Question 10: " I believe that the taxpayer is getting his money's worth out of funds spent for vocational education."

2. A. Continued

Question 14: "If I were to choose, I would rather have my tax dollar spent to send another person to a four-year college than to train another welder."

Question 18: "We should spend less of our tax money training people for jobs and more of it on creating jobs."

Question 20: "If more kids took homemaking classes there would be fewer divorces."

B. Should there be more vocational education in the lower grades?
Question 15: "Learning about the production and distribution of the world's goods should begin in elementary school."

C. Vocational education should be more "end-product" oriented?
Question 17: "Most high school graduates should have a saleable skill."

Question 36: "All vocational classes are designed to lead the student to a specific job."

D. Should there be more vocationally-oriented counseling?
Question 19: "High school student counselors have a responsibility to tell all students about vocational training opportunities as alternatives to a college education."

E. Should there be more emphasis upon on-the-job training?
Question 22: "On the job training is every bit as good, if not better, than classroom vocational education."

F. Should the schools engage in placement activities?
Question 24: "It is a responsibility of public schools to help students find jobs."

G. Should there be less emphasis placed upon getting a college education?
Question 25: "Too much emphasis is being placed upon a college education in our high schools."

Question 27: "Everyone is better off with a bachelor's degree."

H. Should we move in the direction of continuous enrollment?
Question 26: "A student should be able to enroll in a vocational class whenever he wants and not simply in September, January or April."

I. Should business and industry job needs be considered in establishing and continuing vocational programs?
Question 28: "It is a responsibility of the state to train enough people to meet the job needs of industry."

J. Should academic education be a part of vocational education?
Question 16: "Vocational education is too academic."

Question 37: "Teachers of vocational education classes do a better job if they have bachelor's degrees."

3. Do the publics believe vocational education is solving social problems?

A. Reducing divorces?
Question 20: "If more kids took homemaking classes there would be fewer divorces."

B. Reducing juvenile delinquency?
Question 30: "As enrollment in vocational classes increases, juvenile delinquency rates decrease."

4. Does the public consider homemaking to be vocational education?

Question 33: "Since homemaking is not an occupation, it should not be part of vocational education."

Question 38: "Homemaking classes are primarily concerned with teaching girls to be good wives."

5. Is the public misinformed (or "under informed") about vocational education?

Question 34: "About one-half of the state's high school graduates go on to a four-year college."

Question 36: "All vocational classes are designed to lead the student to a specific job."

Question 38: "Homemaking classes are primarily concerned with teaching girls to be good wives."

Question 39: "All high schools in the state are required to offer vocational education courses."

6. How widely is information about vocational education disseminated?

Question 2: "If I wanted to find out more about vocational classes in my community, I'd know <u>where</u> to go."

Question 6: "I know exactly where the nearest place to take a class in typing is."

Question 12: "If I wanted to find out more about vocational classes, I'd know <u>who</u> to see in my community."

6. Continued

Question 29: "At least once in the last year I was made aware of job opportunities for persons who complete a trade school course."

A. Versus information about the values of a college education?
Question 13: "At least once during the last six months the advantages of a college education were pointed out to me."

7. What would the best source of disseminating information about vocational education be?
Question 3: "Of all the reading I do, I read newspapers more often than anything else."

Question 8: "I watch television, on the average, for more time than I read each day."

Question 11: "I read almost all mail delivered to my home."

8. Has the value of supplementary education been transmitted?

Question 21: "Taking evening classes is a good way to get a raise or a promotion."

Question 23: "The best way to get a raise or promotion is to work harder."

9. Is the public willing to pay for year-around use of high-school facilities?

Question 7: "I believe that our public high schools should be used for year-around programs, even though it would cost more for operating expenses."

Summary of Opinionnaire

Responses by Question Number

and Percentage of Total Responses

SUMMARY OF OPINIONNAIRE RESPONSES BY QUESTION
NUMBER AND PERCENTAGE OF TOTAL RESPONSES

Question	Total No. "Yes"	Percent of Total	Total No. "No"	Percent of Total	Total No. Respondents
1. If I were going to school to be a secretary, I would be better off in finding a job if I went to a private business school than if I went to a public school.	451	49.1 %	468	50.9 %	919
2. If I wanted to find out more about vocational classes in my community, I'd know where to go.	794	84.6	144	15.4	938
3. Of all the reading I do, I read newspapers more often than anything else.	566	60.3	373	39.7	939
4. I wish I had more formal education.	571	62.1	348	37.9	919
5. I would rather the government spent more money on higher education than more money on vocational education.	92	10.1	823	89.9	915
6. I know exactly where the nearest place to take a class in typing is.	783	83.5	155	16.5	938
7. I believe that our public high schools should be used for year-around programs, even though it would cost more for operating expenses.	680	73.1	250	26.9	930
8. I watch television, on the average, for more time than I read each day.	263	28.3	666	71.7	929
9. I would rather have a son who had a bachelor's degree from Central Washington State College than a son who was a plumber.	338	38.9	530	61.1	868

SUMMARY OF OPINIONNAIRE RESPONSES BY QUESTION
NUMBER AND PERCENTAGE OF TOTAL RESPONSES

Question	Total No. "Yes"	Percent of Total	Total No. "No"	Percent of Total	Total No. Respondents
10. I believe that the taxpayer is getting his money's worth out of funds spent for vocational education.	551	62.0 %	337	38.0 %	888
11. I read almost all mail delivered to my home.	730	78.7	198	21.3	928
12. If I wanted to find out more about vocational classes, I'd know who to see in my community.	756	80.4	184	19.6	940
13. At least once during the last six months the advantages of a college education were pointed out to me.	686	72.3	262	27.7	948
14. If I were to choose, I would rather have my tax dollar spent to send another person to a four-year college than to train another welder.	221	24.5	682	75.5	903

SUMMARY OF OPINIONNAIRE RESPONSES BY QUESTION
NUMBER AND PERCENTAGE OF TOTAL RESPONSES

Question	Total No. Agree	Percent of Total	Total No. Disagree	Percent of Total	Total No. No Opinion	Percent of Total	Total No. Respondents
15. Learning about the production and distribution of the world's goods should begin in elementary school.	772	83.9 %	83	9.0 %	65	7.1 %	920
16. Vocational education is too academic.	158	17.2	605	65.8	156	17.0	919
17. Most high school graduates should have a saleable skill.	653	69.7	218	23.3	66	7.0	937
18. We should spend less of our tax money training people for jobs and more of it on creating jobs.	287	31.6	483	53.2	138	15.2	908
19. High school student counselors have a responsibility to tell all students about vocational training opportunities as alternatives to a college education.	899	89.8	91	9.1	11	0.1	1001
20. If more kids took homemaking classes there would be fewer divorces.	217	23.4	487	52.6	222	24.0	926
21. Taking evening classes is a good way to get a raise or a promotion.	680	72.6	115	12.3	141	15.1	936
22. On the job training is every bit as good, if not better, than classroom vocational education.	467	50.9	334	36.4	117	12.7	918
23. The best way to get a raise or promotion is to work harder.	488	52.4	333	35.7	111	11.9	932
24. It is a responsibility of public schools to help students find jobs.	265	28.5	584	62.9	80	8.6	929

SUMMARY OF OPINIONNAIRE RESPONSES BY QUESTION
NUMBER AND PERCENTAGE OF TOTAL RESPONSES

Question	Total No. Agree	Percent of Total	Total No. Disagree	Percent of Total	Total No. No Opinion	Percent of Total	Total No. Respondents
25. Too much emphasis is being placed upon a college education in our high schools.	647	69.6 %	221	23.8 %	62	6.6	930
26. A student should be able to enroll in a vocational class whenever he wants and not simply in September, January or April.	537	57.6	289	31.0	107	11.4	933
27. Everyone is better off with a bachelor's degree.	86	9.3	761	82.4	76	8.3	923
28. It is a responsibility of the state to train enough people to meet the job needs of industry.	330	35.9	472	51.4	117	12.7	919
29. At least once in the last year I was made aware of job opportunities for persons who complete a trade school course.	704	75.4	147	15.7	83	8.9	934
30. As enrollment in vocational classes increases, juvenile delinquency rates decrease.	368	39.9	174	18.9	381	41.2	923
31. The smarter a person is, the less likely he is to take a shop course.	214	23.0	640	68.7	78	8.3	932
32. Vocational education is mostly for those who cannot afford to go to college.	110	11.8	788	84.8	31	3.4	929
33. Since homemaking is not an occupation, it should not be part of vocational education.	75	8.1	780	84.1	73	7.8	928

SUMMARY OF OPINIONNAIRE RESPONSES BY QUESTION
NUMBER AND PERCENTAGE OF TOTAL RESPONSES

Question	Total No. True	Percent of Total	Total No. False	Percent of Total	Total No. Don't Knows	Percent of Total	Total No. Respondents
34. About one-half of the state's high school graduates go on to a four-year college.	216	23.3 %	414	44.7 %	297	32.0 %	927
35. The way vocational classes are being taught has not changed much in the last ten years.	172	18.5	477	51.4	279	30.1	928
36. All vocational classes are designed to lead the student to a specific job.	361	38.4	428	45.5	151	16.1	940
37. Teachers of vocational education classes do a better job if they have bachelor's degrees.	144	15.5	497	53.6	286	30.9	927
38. Homemaking classes are primarily concerned with teaching girls to be good wives.	169	18.2	584	62.7	178	19.1	931
39. All high schools in the state are required to offer vocational education courses.	208	22.1	263	27.9	470	50.0	941

Detailed Opinionnaire Responses

by User Group and with and without

Vocational Training

QUESTION 1. IF I WERE GOING TO SCHOOL TO BE A SECRETARY, I WOULD BE BETTER OFF IN FINDING A JOB IF I WENT TO A PRIVATE BUSINESS SCHOOL THAN IF I WENT TO A PUBLIC SCHOOL

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	31	66	32	55	63	121
K-12	20	12	29	33	49	45
Community College	5	23	2	13	7	36
Vocational-Technical Institute	6	31	1	9	7	40
Students, Total	100	117	42	35	142	152
Twelfth Grade	27	8	17	11	44	19
Community College	28	39	15	11	43	50
Vocational-Technical Institute	45	70	10	13	55	83
K-12 Administrators	13	28	22	28	35	56
Representatives of Agriculture	23	9	24	9	47	18
Representatives of Business	35	12	28	19	63	31
Representatives of Labor	12	12	13	7	25	19
Representatives of State Agencies	15	18	16	14	31	32
Others	20	19	25	20	45	39
TOTAL	249	281	202	187	451	468

QUESTION 2. IF I WANTED TO FIND OUT MORE ABOUT VOCATIONAL CLASSES IN MY COMMUNITY, I'D KNOW WHERE TO GO

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	86	10	84	5	170	15
K-12	28	4	60	3	88	7
Community College	26	2	15	1	41	3
Vocational-Technical Institute	32	4	9	1	41	5
Students, Total	185	37	56	25	241	62
Twelfth Grade	23	14	16	12	39	26
Community College	59	8	21	9	80	17
Vocational-Technical Institute	103	15	19	4	122	19
K-12 Administrators	38	6	37	1	75	7
Representatives of Agriculture	28	6	29	6	57	12
Representatives of Business	42	13	38	12	80	25
Representatives of Labor	22	2	18	3	40	5
Representatives of State Agencies	28	4	29	1	57	5
Others	36	4	39	9	75	13
TOTAL	465	82	330	62	795	144

QUESTION 3. OF ALL THE READING I DO, I READ NEWSPAPERS MORE OFTEN THAN ANYTHING ELSE

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	56	41	61	25	117	66
K-12	17	15	51	10	68	25
Community College	16	12	2	13	18	25
Vocational-Technical Institute	23	14	8	2	31	16
Students, Total	111	109	32	47	143	156
Twelfth Grade	18	19	15	12	33	31
Community College	37	30	9	21	46	51
Vocational-Technical Institute	56	60	8	14	64	74
K-12 Administrators	29	13	41	9	70	22
Representatives of Agriculture	23	10	22	13	45	23
Representatives of Business	37	11	39	11	76	22
Representatives of Labor	18	7	17	4	35	11
Representatives of State Agencies	16	17	17	13	33	30
Others	19	21	28	22	47	43
TOTAL	309	229	257	144	566	373

QUESTION 4. I WISH I HAD MORE FORMAL EDUCATION

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	58	34	44	40	102	74
K-12	14	15	30	30	44	45
Community College	13	14	7	7	20	21
Vocational-Technical Institute	31	5	7	3	38	8
Students, Total	154	59	61	19	215	78
Twelfth Grade	22	6	20	8	42	14
Community College	55	12	25	5	80	17
Vocational-Technical Institute	77	41	16	6	93	47
K-12 Administrators	20	19	21	29	41	48
Representatives of Agriculture	23	12	18	16	41	28
Representatives of Business	31	20	29	19	60	39
Representatives of Labor	20	3	17	4	37	7
Representatives of State Agencies	20	12	13	17	33	29
Others	20	20	22	25	42	45
TOTAL	346	179	225	169	571	348

QUESTION 5. I WOULD RATHER THE GOVERNMENT SPENT MORE MONEY ON HIGHER EDUCATION THAN MORE MONEY ON VOCATIONAL EDUCATION

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	12	80	8	74	20	154
K-12	3	28	5	54	8	82
Community College	8	16	3	11	11	27
Vocational-Technical Institute	1	36	0	9	1	45
Students, Total	23	198	19	61	42	259
Twelfth Grade	6	30	8	19	14	49
Community College	10	57	5	25	15	82
Vocational-Technical Institute	7	111	6	17	13	128
K-12 Administrators	1	39	2	47	3	86
Representatives of Agriculture	3	31	2	29	5	60
Representatives of Business	2	44	4	46	6	90
Representatives of Labor	0	24	3	19	3	43
Representatives of State Agencies	1	32	1	29	2	61
Others	8	28	3	42	11	70
TOTAL	50	476	42	347	92	823

QUESTION 6. I KNOW EXACTLY WHERE THE NEAREST PLACE TO TAKE A CLASS IN TYPING IS

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total	
	Yes	No	Yes	No	Yes	No
Teachers, Total	89	7	84	2	173	9
K-12	28	3	59	2	87	5
Community College	25	3	16	0	41	3
Vocational-Technical Institute	36	1	9	0	45	1
Students, Total	195	25	45	36	240	61
Twelfth Grade	32	3	20	8	52	11
Community College	60	7	5	25	65	32
Vocational-Technical Institute	103	15	20	3	123	18
K-12 Administrators	40	0	50	2	90	2
Representatives of Agriculture	24	10	22	11	46	21
Representatives of Business	36	13	37	13	73	26
Representatives of Labor	19	6	16	6	35	12
Representatives of State Agencies	31	2	28	2	59	4
Others	34	5	33	15	67	20
TOTAL	468	68	315	87	783	155

QUESTION 7. I BELIEVE THAT OUR PUBLIC HIGH SCHOOLS SHOULD BE USED FOR YEAR-AROUND PROGRAMS, EVEN THOUGH IT WOULD COST MORE FOR OPERATING EXPENSES

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	73	17	73	17	146	34
K-12	23	6	54	12	77	18
Community College	19	7	11	4	30	11
Vocational-Technical Institute	31	4	8	1	39	5
Students, Total	146	76	37	45	183	121
Twelfth Grade	18	19	12	16	30	35
Community College	46	21	16	14	62	35
Vocational-Technical Institute	82	36	9	15	91	51
K-12 Administrators	34	5	40	10	74	15
Representatives of Agriculture	17	12	24	9	41	21
Representatives of Business	36	12	39	11	75	23
Representatives of Labor	21	3	14	8	35	11
Representatives of State Agencies	25	8	26	4	51	12
Others	38	2	37	11	75	13
TOTAL	390	135	290	115	680	250

QUESTION 8. I WATCH TELEVISION, ON THE AVERAGE, FOR MORE TIME THAN I READ EACH DAY

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	18	77	22	64	40	141
K-12	7	25	19	41	26	66
Community College	5	22	1	15	6	37
Vocational-Technical Institute	6	30	2	8	8	38
Students, Total	88	134	35	43	123	177
Twelfth Grade	19	18	13	12	32	30
Community College	28	39	10	20	38	59
Vocational-Technical Institute	41	77	12	11	53	88
K-12 Administrators	8	31	12	38	20	69
Representatives of Agriculture	10	22	4	32	14	54
Representatives of Business	11	36	8	42	19	78
Representatives of Labor	5	20	11	11	16	31
Representatives of State Agencies	6	25	7	23	13	48
Others	8	31	10	37	18	68
TOTAL	154	376	109	290	263	666

QUESTION 9. I WOULD RATHER HAVE A SON WHO HAD A BACHELOR'S DEGREE FROM CENTRAL WASHINGTON STATE COLLEGE THAN A SON WHO WAS A PLUMBER

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	35	54	28	43	63	97
K-12	12	16	23	27	35	43
Community College	15	11	3	8	18	19
Vocational-Technical Institute	8	27	2	8	10	35
Students, Total	69	152	37	39	106	191
Twelfth Grade	12	24	14	13	26	37
Community College	22	45	12	18	34	63
Vocational-Technical Institute	35	83	11	8	46	91
K-12 Administrators	11	23	19	26	30	49
Representatives of Agriculture	14	14	12	20	26	34
Representatives of Business	19	20	20	29	39	49
Representatives of Labor	8	13	6	16	14	29
Representatives of State Agencies	11	21	17	13	28	34
Others	15	19	17	28	32	47
TOTAL	171	316	156	214	338	530

QUESTION 10. I BELIEVE THAT THE TAXPAYER IS GETTING HIS MONEY'S WORTH OUT OF FUNDS SPENT FOR VOCATIONAL EDUCATION

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	68	23	46	35	114	58
K-12	22	9	30	27	52	36
Community College	16	9	7	7	23	16
Vocational-Technical Institute	30	5	9	1	39	6
Students, Total	144	67	40	37	184	104
Twelfth Grade	17	19	16	10	33	29
Community College	31	26	11	19	42	45
Vocational-Technical Institute	96	22	13	8	109	30
K-12 Administrators	32	9	32	15	64	24
Representatives of Agriculture	16	13	17	17	33	30
Representatives of Business	23	18	27	22	50	40
Representatives of Labor	14	10	16	4	30	14
Representatives of State Agencies	11	22	19	11	30	33
Others	16	19	30	15	46	34
TOTAL	324	181	227	156	551	337

QUESTION 11. I READ ALMOST ALL MAIL DELIVERED TO MY HOME

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		Total	
	Yes	No	Yes	No	Yes	No
Teachers, Total	77	19	65	11	142	30
K-12	21	10	45	6	66	16
Community College	22	6	14	1	36	7
Vocational-Technical Institute	34	3	6	4	40	7
Students, Total	176	46	55	25	231	71
Twelfth Grade	25	12	14	14	39	26
Community College	53	14	23	7	76	21
Vocational-Technical Institute	98	20	18	4	116	24
K-12 Administrators	32	9	42	8	74	17
Representatives of Agriculture	26	8	27	7	53	15
Representatives of Business	36	11	39	12	75	23
Representatives of Labor	25	1	20	2	45	3
Representatives of State Agencies	25	7	24	4	49	11
Others	25	15	36	13	61	28
TOTAL	422	116	308	82	730	198

QUESTION 12. IF I WANTED TO FIND OUT MORE ABOUT VOCATIONAL CLASSES, I'D KNOW WHO TO SEE IN MY COMMUNITY

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	84	13	78	8	162	21
K-12	25	7	54	6	79	13
Community College	27	1	15	1	42	2
Vocational-Technical Institute	32	5	9	1	41	6
Students, Total	178	46	48	28	226	74
Twelfth Grade	19	20	16	12	35	32
Community College	53	14	16	11	69	25
Vocational-Technical Institute	106	12	16	5	122	17
K-12 Administrators	41	0	45	5	86	5
Representatives of Agriculture	21	12	25	11	46	23
Representatives of Business	35	12	35	15	70	27
Representatives of Labor	20	6	13	9	33	15
Representatives of State Agencies	29	4	29	2	58	6
Others	35	5	40	8	75	13
TOTAL	443	98	313	86	756	184

QUESTION 13. AT LEAST ONCE DURING THE LAST SIX MONTHS THE ADVANTAGES OF A COLLEGE EDUCATION WERE POINTED OUT TO ME

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	78	15	62	19	140	34
K-12	23	6	39	17	62	23
Community College	28	0	15	0	43	0
Vocational-Technical Institute	27	9	8	2	35	11
Students, Total	158	66	74	25	232	91
Twelfth Grade	33	6	38	11	71	17
Community College	54	13	22	5	76	18
Vocational-Technical Institute	71	47	14	9	85	56
K-12 Administrators	33	6	38	11	71	17
Representatives of Agriculture	23	10	21	13	44	23
Representatives of Business	30	18	29	21	59	39
Representatives of Labor	15	12	10	12	25	24
Representatives of State Agencies	28	5	23	7	51	12
Others	30	10	34	12	64	22
TOTAL	395	142	291	120	686	262

QUESTION 14. IF I WERE TO CHOOSE, I WOULD RATHER HAVE MY TAX DOLLAR SPENT TO SEND ANOTHER PERSON TO A FOUR_YEAR COLLEGE THAN TO TRAIN ANOTHER WELDER

Responses by Occupational Group	Respondents With (Vocational Training)		Respondents Without (Vocational Training)		(Total)	
	Yes	No	Yes	No	Yes	No
Teachers, Total	17	76	16	59	33	135
K-12	10	20	14	39	24	59
Community College	6	21	2	10	8	31
Vocational-Technical Institute	1	35	0	10	1	45
Students, Total	61	157	27	47	88	204
Twelfth Grade	17	16	13	15	30	31
Community College	20	47	7	17	27	64
Vocational-Technical Institute	24	94	7	15	31	109
K-12 Administrators	6	34	9	[illegible]	15	73
Representatives of Agriculture	8	23	9	[illegible]	17	47
Representatives of Business	13	33	12	35	25	68
Representatives of Labor	5	20	4	17	9	37
Representatives of State Agencies	7	24	7	27	14	51
Others	9	31	11	36	20	67
TOTAL	126	398	95	284	221	682

QUESTION 15. LEARNING ABOUT THE PRODUCTION AND DISTRIBUTION OF THE WORLD'S GOODS SHOULD BEGIN IN ELEMENTARY SCHOOL

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	89	5	2	79	3	5	168	8	7
K-12	29	1	1	56	2	3	85	3	4
Community College	26	1	1	15	0	1	41	1	2
Vocational-Technical Institute	34	3	0	8	1	1	42	4	1
Students, Total	154	29	29	55	16	9	209	45	37
Twelfth Grade	26	5	7	16	9	4	42	14	11
Community College	40	7	9	20	5	2	60	12	11
Vocational-Technical Institute	88	17	13	19	2	3	107	19	16
K-12 Administrators	39	2	0	49	1	1	88	3	1
Representatives of Agriculture	30	2	2	29	4	2	59	6	4
Representatives of Business	29	2	2	43	5	5	72	7	7
Representatives of Labor	27	1	0	17	1	3	44	2	3
Representatives of State Agencies	27	4	2	26	2	2	53	6	4
Others	39	1	0	40	6	1	79	7	1
TOTAL	434	46	37	338	38	28	772	84	65

QUESTION 16. VOCATIONAL EDUCATION IS TOO ACADEMIC

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	14	73	7	14	56	15	28	129	22
K-12	7	19	3	12	35	12	19	54	15
Community College	4	21	3	1	12	3	5	33	6
Vocational-Technical Institute	3	33	1	1	9	0	4	42	1
Students, Total	24	153	43	12	42	26	36	195	69
Twelfth Grade	6	21	9	3	10	16	9	31	25
Community College	12	41	13	8	15	4	20	56	17
Vocational-Technical Institute	6	91	21	1	17	6	7	108	27
K-12 Administrators	16	24	1	17	33	1	33	57	2
Representatives of Agriculture	5	22	5	8	20	7	13	42	12
Representatives of Business	9	32	5	3	28	10	12	60	15
Representatives of Labor	6	19	2	2	12	6	8	31	8
Representatives of State Agencies	9	21	2	7	16	6	16	37	8
Others	7	26	6	5	28	14	12	54	20
TOTAL	90	370	71	68	235	85	158	605	156

QUESTION 17. MOST HIGH SCHOOL GRADUATES SHOULD HAVE A SALEABLE SKILL

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	67	22	7	63	19	4	130	41	11
K-12	23	7	3	44	12	4	67	19	7
Community College	19	6	3	10	6	0	29	12	3
Vocational-Technical Institute	25	9	1	9	1	0	34	10	1
Students, Total	156	44	21	45	21	15	201	65	36
Twelfth Grade	26	3	7	17	6	7	43	9	14
Community College	43	18	6	14	10	3	57	28	9
Vocational-Technical Institute	87	23	8	14	5	5	101	28	13
K-12 Administrators	28	12	1	40	10	1	68	22	2
Representatives of Agriculture	24	8	1	22	11	2	46	19	3
Representatives of Business	32	14	2	36	12	2	68	26	4
Representatives of Labor	22	2	1	15	3	3	37	5	4
Representatives of State Agencies	24	8	1	23	8	1	47	16	2
Others	30	6	2	26	18	2	56	24	4
TOTAL	383	116	36	270	102	30	653	218	66

QUESTION 18. WE SHOULD SPEND LESS OF OUR TAX MONEY TRAINING PEOPLE FOR JOBS AND MORE OF IT ON CREATING JOBS

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	19	60	15	28	35	19	47	95	34
K-12	11	12	7	21	22	14	32	34	21
Community College	4	17	7	5	7	3	9	24	10
Vocational-Technical Institute	4	31	1	2	6	2	6	37	3
Students, Total	73	96	46	37	29	12	110	125	58
Twelfth Grade	10	8	12	17	9	2	27	17	14
Community College	30	28	9	8	12	7	38	40	16
Vocational-Technical Institute	33	60	25	12	8	3	45	68	28
K-12 Administrators	7	29	4	10	34	6	17	63	10
Representatives of Agriculture	12	20	3	10	20	3	22	40	6
Representatives of Business	10	33	4	11	29	1	21	62	5
Representatives of Labor	9	15	2	11	7	4	20	22	6
Representatives of State Agencies	15	9	6	15	13	2	30	22	8
Others	8	23	6	12	31	5	20	54	11
TOTAL	153	285	86	134	198	52	287	483	138

QUESTION 19. HIGH SCHOOL STUDENT COUNSELORS HAVE A RESPONSIBILITY TO TELL ALL STUDENTS ABOUT VOCATIONAL TRAINING OPPORTUNITIES AS ALTERNATIVES TO A COLLEGE EDUCATION

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	94	3	1	84	1	0	138	4	1
K-12	31	1	1	59	1	0	90	2	1
Community College	26	2	0	15	0	0	41	2	0
Vocational-Technical Institute	37	0	0	10	0	0	47	0	0
Students, Total	206	13	5	73	5	1	279	18	6
Twelfth Grade	36	1	0	28	0	0	64	1	0
Community College	63	2	4	26	1	0	89	3	4
Vocational-Technical Institute	107	10	1	19	4	1	126	14	2
K-12 Administrators	41	0	0	48	2	1	89	2	1
Representatives of Agriculture	32	9	0	34	1	0	66	10	0
Representatives of Business	47	0	0	48	1	0	95	1	0
Representatives of Labor	25	0	1	21	0	1	46	0	2
Representatives of State Agencies	31	2	0	30	0	0	61	2	0
Others	39	0	1	46	4	0	85	4	1
TOTAL	515	27	8	384	14	3	899	41	11

QUESTION 20. IF MORE KIDS TOOK HOMEMAKING CLASSES THERE WOULD BE FEWER DIVORCES

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	37	38	23	12	48	23	49	86	46
K-12	11	17	5	7	34	17	18	51	22
Community College	8	11	9	1	10	4	9	21	13
Vocational-Technical Institute	18	10	9	4	4	2	22	14	11
Students, Total	31	132	48	8	56	16	39	188	64
Twelfth Grade	2	20	5	4	23	3	6	43	8
Community College	11	42	13	1	17	8	12	59	21
Vocational-Technical Institute	18	70	30	3	16	5	21	86	35
K-12 Administrators	5	28	8	9	31	10	14	59	18
Representatives of Agriculture	14	10	6	14	12	10	28	22	16
Representatives of Business	21	12	13	12	26	12	33	38	25
Representatives of Labor	11	6	9	9	9	4	20	15	13
Representatives of State Agencies	8	18	7	5	18	8	13	36	15
Others	9	22	8	12	21	17	21	43	25
TOTAL	136	266	122	81	221	100	217	487	222

QUESTION 21. TAKING EVENING CLASSES IS A GOOD WAY TO GET A RAISE OR A PROMOTION

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	82	4	10	64	8	13	146	12	23
K-12	21	3	7	44	6	10	65	9	17
Community College	24	1	2	11	1	3	35	2	5
Vocational-Technical Institute	37	0	1	9	1	0	46	1	1
Students, Total	144	31	48	33	20	25	176	51	73
Twelfth Grade	15	8	14	12	7	10	27	15	24
Community College	47	8	12	13	8	5	60	16	17
Vocational-Technical Institute	81	15	22	8	5	10	89	20	32
K-12 Administrators	30	4	7	39	6	5	69	10	12
Representatives of Agriculture	25	5	4	29	4	3	54	9	7
Representatives of Business	44	2	2	36	8	5	80	10	7
Representatives of Labor	23	1	1	17	4	2	40	5	3
Representatives of State Agencies	20	9	3	19	8	3	39	17	6
Others	35	1	4	41	0	6	76	1	10
TOTAL	402	57	79	278	58	62	680	115	141

QUESTION 22. ON THE JOB TRAINING IS EVERY BIT AS GOOD, IF NOT BETTER, THAN CLASSROOM VOCATIONAL EDUCATION.

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	36	45	6	33	29	21	69	78	27
K-12	16	14	0	28	17	13	44	31	13
Community College	12	13	2	2	7	7	14	20	9
Vocational-Technical Institute	8	22	4	3	5	1	11	27	5
Students, Total	117	77	27	47	20	11	164	97	38
Twelfth Grade	26	7	4	21	4	4	47	11	8
Community College	35	24	7	11	12	3	46	36	10
Vocational-Technical Institute	56	46	16	15	4	4	71	50	20
K-12 Administrators	16	17	6	34	13	3	50	30	9
Representatives of Agriculture	20	10	3	25	6	4	45	16	7
Representatives of Business	23	17	7	19	22	8	42	39	15
Representatives of Labor	15	10	1	14	3	3	29	13	4
Representatives of State Agencies	15	15	2	16	12	2	31	27	4
Others	17	16	4	20	18	9	37	34	13
TOTAL	259	211	56	208	123	61	467	334	117

QUESTION 23. THE BEST WAY TO GET A RAISE OR PROMOTION IS TO WORK HARDER

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	35	50	12	25	43	16	60	93	28
K-12	11	15	6	15	35	10	26	50	16
Community College	7	20	1	6	6	3	13	26	4
Vocational-Technical Institute	17	15	5	4	2	3	21	17	8
Students, Total	139	60	23	50	19	11	189	79	34
Twelfth Grade	25	7	5	17	8	3	42	15	8
Community College	37	22	8	18	7	3	55	29	11
Vocational-Technical Institute	77	31	10	15	4	5	92	35	15
K-12 Administrators	22	12	6	27	16	8	49	28	14
Representatives of Agriculture	18	13	1	23	6	6	41	19	7
Representatives of Business	27	19	1	34	15	2	61	34	3
Representatives of Labor	12	14	1	9	9	2	21	23	3
Representatives of State Agencies	11	17	5	13	12	4	24	29	9
Others	15	15	6	28	13	7	43	28	13
TOTAL	279	200	55	209	133	56	488	333	111

QUESTION 24. IT IS THE RESPONSIBILITY OF PUBLIC SCHOOLS TO HELP STUDENTS FIND JOBS

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	38	50	9	29	52	6	67	102	15
K-12	18	11	4	15	41	4	33	52	8
Community College	11	14	3	9	6	2	20	20	5
Vocational-Technical Institute	9	25	2	5	5	0	14	30	2
Students, Total	54	144	23	20	47	12	74	191	35
Twelfth Grade	6	29	2	13	13	3	19	42	5
Community College	21	40	5	4	18	4	25	58	9
Vocational-Technical Institute	27	75	16	3	16	5	30	91	21
K-12 Administrators	18	19	2	24	23	4	42	42	6
Representatives of Agriculture	9	21	3	9	26	1	18	47	4
Representatives of Business	2	34	6	8	40	3	10	74	9
Representatives of Labor	7	17	2	5	14	3	12	31	5
Representatives of State Agencies	7	21	5	13	16	0	20	37	5
Others	11	25	0	11	35	1	22	60	1
TOTAL	146	331	50	119	253	30	265	584	80

QUESTION 25. TOO MUCH EMPHASIS IS BEING PLACED UPON A COLLEGE EDUCATION IN OUR HIGH SCHOOLS

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	83	11	3	62	17	7	145	28	10
K-12	27	3	2	46	14	0	73	17	2
Community College	21	6	1	8	3	5	29	9	6
Vocational-Technical Institute	35	2	0	8	0	2	43	2	2
Students, Total	127	76	19	44	24	10	171	100	29
Twelfth Grade	21	13	3	18	6	5	39	19	8
Community College	31	32	4	16	9	1	47	41	5
Vocational-Technical Institute	75	31	12	10	9	4	85	40	16
K-12 Administrators	32	9	0	39	12	0	71	21	0
Representatives of Agriculture	27	5	2	24	10	1	51	15	3
Representatives of Business	35	11	2	30	5	4	65	16	6
Representatives of Labor	13	9	4	15	6	1	28	15	5
Representatives of State Agencies	29	2	2	26	3	1	55	5	3
Others	28	8	2	33	13	4	61	21	6
TOTAL	374	131	34	273	90	28	647	221	62

QUESTION 26. A STUDENT SHOULD BE ABLE TO ENROLL IN A VOCATIONAL CLASS WHENEVER HE WANTS AND NOT SIMPLY IN SEPTEMBER, JANUARY OR APRIL

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	62	29	6	45	28	12	107	57	18
K-12	19	9	4	30	20	10	49	29	14
Community College	17	9	2	7	6	2	24	15	4
Vocational-Technical Institute	26	11	0	8	2	0	34	13	0
Students, Total	118	82	21	40	24	14	158	106	35
Twelfth Grade	18	11	9	15	9	5	33	20	14
Community College	28	33	4	12	9	5	40	42	9
Vocational-Technical Institute	72	38	8	13	6	4	85	44	12
K-12 Administrators	25	15	1	27	18	6	52	33	7
Representatives of Agriculture	27	5	2	23	10	1	50	15	3
Representatives of Business	33	13	12	21	7	8	54	20	20
Representatives of Labor	15	10	1	13	6	3	28	16	4
Representatives of State Agencies	21	8	4	21	7	2	42	15	6
Others	26	7	5	20	20	9	46	27	14
TOTAL	327	169	52	210	120	55	537	289	107

QUESTION 27. EVERYONE IS BETTER OFF WITH A BACHELOR'S DEGREE

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	11	81	3	8	74	3	19	155	6
K-12	2	29	1	7	51	2	9	80	3
Community College	5	21	1	1	14	0	6	35	1
Vocational-Technical Institute	4	31	1	0	9	1	4	40	2
Students, Total	25	159	33	6	54	13	31	213	46
Twelfth Grade	3	27	7	1	20	4	4	47	11
Community College	9	43	10	3	20	2	12	63	12
Vocational-Technical Institute	13	89	16	2	14	7	15	103	23
K-12 Administrators	3	38	0	3	47	1	6	85	1
Representatives of Agriculture	4	28	0	4	31	0	8	59	0
Representatives of Business	3	42	2	1	46	3	4	88	5
Representatives of Labor	5	17	2	4	13	5	9	30	7
Representatives of State Agencies	2	30	1	2	26	2	4	56	3
Others	0	35	3	5	40	5	5	75	8
TOTAL	53	430	44	33	331	32	86	761	76

QUESTION 28. IT IS A RESPONSIBILITY OF THE STATE TO TRAIN ENOUGH PEOPLE TO MEET THE JOB NEEDS OF INDUSTRY

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	45	41	9	26	44	12	71	85	21
K-12	14	12	5	14	34	8	28	46	13
Community College	13	13	2	8	5	3	21	18	5
Vocational-Technical Institute	18	16	2	4	5	1	22	21	3
Students, Total	89	90	40	31	29	16	120	119	56
Twelfth Grade	16	10	11	10	9	8	26	19	19
Community College	27	30	7	10	13	3	37	43	10
Vocational-Technical Institute	46	50	22	11	7	5	57	57	27
K-12 Administrators	15	23	3	23	25	2	38	48	5
Representatives of Agriculture	10	19	4	10	24	2	20	43	6
Representatives of Business	9	32	6	14	26	6	23	58	12
Representatives of Labor	10	12	3	5	14	3	15	26	6
Representatives of State Agencies	7	22	3	9	20	1	16	42	4
Others	11	23	2	16	28	5	27	51	7
TOTAL	196	262	70	134	210	47	330	472	117

QUESTION 29. AT LEAST ONCE IN THE LAST YEAR I WAS MADE AWARE OF JOB OPPORTUNITIES FOR PERSONS WHO COMPLETE A TRADE SCHOOL COURSE.

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	85	9	5	59	18	9	144	27	14
K-12	22	5	3	37	16	7	59	21	10
Community College	26	4	2	12	2	2	38	6	4
Vocational-Technical Institute	37	0	0	10	0	0	47	0	0
Students, Total	174	33	13	40	28	11	214	61	24
Twelfth Grade	21	13	3	12	11	6	33	24	9
Community College	53	8	4	17	6	3	70	14	7
Vocational-Technical Institute	100	12	6	11	11	2	111	23	8
K-12 Administrators	36	1	3	41	4	3	77	5	6
Representatives of Agriculture	28	3	2	21	9	5	49	12	7
Representatives of Business	33	6	6	37	6	7	70	12	13
Representatives of Labor	20	4	2	12	6	4	32	10	6
Representatives of State Agencies	29	4	0	27	3	0	56	7	0
Others	33	3	2	29	10	11	62	13	13
TOTAL	438	63	33	266	84	50	704	147	83

QUESTION 30. AS ENROLLMENT IN VOCATIONAL CLASSES INCREASES, JUVENILE DELINQUENCY RATES DECREASE

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	45	14	38	28	16	40	73	30	78
K-12	13	8	11	17	10	31	30	18	42
Community College	13	2	13	6	5	5	19	7	18
Vocational-Technical Institute	19	4	14	5	1	4	24	5	18
Students, Total	81	49	92	25	20	34	106	69	126
Twelfth Grade	10	10	17	7	9	13	17	19	30
Community College	24	19	24	9	7	10	33	26	34
Vocational-Technical Institute	47	20	51	9	4	11	56	24	62
K-12 Administrators	15	11	15	13	11	25	28	22	40
Representatives of Agriculture	20	3	10	14	6	12	34	9	22
Representatives of Business	21	4	20	18	3	27	39	7	47
Representatives of Labor	19	1	5	10	2	10	29	3	15
Representatives of State Agencies	8	13	12	7	11	10	15	24	22
Others	21	5	10	23	5	21	44	10	31
TOTAL	230	100	202	138	74	179	368	174	381

QUESTION 31. THE SMARTER A PERSON IS, THE LESS LIKELY HE IS TO TAKE A SHOP COURSE

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	25	68	4	23	55	8	48	123	12
K-12	10	22	0	16	40	5	26	62	5
Community College	9	17	2	1	11	3	10	28	5
Vocational-Technical Institute	6	29	2	6	4	0	12	33	2
Students, Total	34	157	23	13	57	10	47	214	33
Twelfth Grade	1	31	0	6	21	3	7	52	3
Community College	14	45	5	3	20	3	17	65	8
Vocational-Technical Institute	19	81	18	4	16	4	23	97	22
K-12 Administrators	10	28	1	17	33	1	27	61	2
Representatives of Agriculture	8	23	2	10	18	7	18	41	9
Representatives of Business	13	30	5	7	38	4	20	68	9
Representatives of Labor	5	19	2	4	14	4	9	33	6
Representatives of State Agencies	8	21	4	8	20	1	16	41	5
Others	15	24	1	14	35	1	29	59	2
TOTAL	118	370	42	96	270	36	214	640	78

QUESTION 32. VOCATIONAL EDUCATION IS MOSTLY FOR THOSE WHO CANNOT AFFORD TO GO TO COLLEGE

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	1	93	2	8	72	4	9	165	6
K-12	1	30	1	8	48	2	9	78	3
Community College	0	26	1	0	14	2	0	40	3
Vocational-Technical Institute	0	37	0	0	10	0	0	47	0
Students, Total	36	177	7	15	52	8	51	229	15
Twelfth Grade	3	32	1	2	22	5	5	54	6
Community College	12	55	0	7	13	2	19	68	2
Vocational-Technical Institute	21	90	6	6	17	1	27	107	7
K-12 Administrators	4	37	0	4	45	2	8	82	2
Representatives of Agriculture	4	30	0	4	32	0	8	62	0
Representatives of Business	8	36	4	6	42	2	14	78	6
Representatives of Labor	5	21	0	1	28	0	6	49	0
Representatives of State Agencies	3	30	0	5	14	1	8	44	1
Others	4	35	0	2	44	1	6	79	1
TOTAL	65	459	13	45	329	18	110	788	31

QUESTION 33. SINCE HOMEMAKING IS NOT AN OCCUPATION, IT SHOULD NOT BE PART OF VOCATIONAL EDUCATION

Responses by Occupational Group	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Teachers, Total	4	89	4	6	67	7	10	156	11
K-12	1	30	1	5	45	4	6	75	5
Community College	1	26	1	1	13	2	2	39	3
Vocational-Technical Institute	2	33	2	0	9	1	2	42	3
Students, Total	20	177	22	11	57	11	31	234	33
Twelfth Grade	1	31	5	2	21	6	3	52	11
Community College	8	50	6	7	18	1	15	68	7
Vocational-Technical Institute	11	96	11	2	18	4	13	114	15
K-12 Administrators	5	35	1	2	44	4	7	79	5
Representatives of Agriculture	1	31	1	2	33	0	3	64	1
Representatives of Business	5	40	2	3	38	7	8	78	9
Representatives of Labor	2	25	0	3	18	1	5	43	1
Representatives of State Agencies	2	29	3	3	23	4	5	52	7
Others	5	32	0	1	42	6	6	74	6
TOTAL	44	458	33	31	322	40	75	780	73

QUESTION 34. ABOUT ONE-HALF OF THE STATE'S HIGH SCHOOL GRADUATES GO ON TO A FOUR-YEAR COLLEGE

Responses by Occupational Groups	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	True	False	Don't Know	True	False	Don't Know	True	False	Don't Know
Teachers, Total	23	51	23	21	41	23	44	92	46
K-12	6	17	9	15	28	17	21	45	26
Community College	13	13	2	2	9	4	15	22	6
Vocational-Technical Institute	4	21	12	4	4	2	8	25	14
Students, Total	42	82	96	18	25	36	60	107	132
Twelfth Grade	6	11	20	7	11	11	13	22	31
Community College	18	23	24	6	9	11	24	32	35
Vocational-Technical Institute	18	48	52	5	5	14	23	53	66
K-12 Administrators	18	20	3	21	25	5	39	45	8
Representatives of Agriculture	10	12	11	8	14	11	18	26	22
Representatives of Business	9	27	8	6	22	20	15	49	28
Representatives of Labor	3	8	10	1	7	14	4	15	24
Representatives of State Agencies	8	17	8	5	20	5	13	37	13
Others	10	21	9	13	22	15	23	43	24
TOTAL	123	238	168	93	176	129	216	414	297

QUESTION 35. THE WAY VOCATIONAL CLASSES ARE BEING TAUGHT HAS NOT CHANGED MUCH IN THE LAST TEN YEARS

Responses by Occupational Groups	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	True	False	Don't Know	True	False	Don't Know	True	False	Don't Know
Teachers, Total	27	56	12	17	49	21	44	105	33
K-12	10	14	7	14	28	19	24	42	26
Community College	8	17	2	2	12	2	10	29	4
Vocational-Technical Institute	9	25	3	1	9	0	10	34	3
Students, Total	26	107	87	4	29	44	30	136	131
Twelfth Grade	5	18	14	2	12	15	7	30	29
Community College	10	30	25	1	10	13	11	40	38
Vocational-Technical Institute	11	59	48	1	7	16	12	66	64
K-12 Administrators	11	29	0	14	35	2	25	64	2
Representatives of Agriculture	9	15	10	3	12	19	12	27	29
Representatives of Business	11	19	16	7	23	16	18	42	32
Representatives of Labor	4	18	4	2	10	10	6	28	14
Representatives of State Agencies	13	14	5	6	20	2	19	34	7
Others	10	25	6	8	16	25	18	41	31
TOTAL	111	283	140	61	194	139	172	477	279

QUESTION 36. ALL VOCATIONAL CLASSES ARE DESIGNED TO LEAD THE STUDENT TO A SPECIFIC JOB

Responses by Occupational Groups	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	True	False	Don't Know	True	False	Don't Know	True	False	Don't know
Teachers, Total	38	53	5	23	41	21	61	94	26
K-12	4	23	4	12	32	15	16	55	19
Community College	7	20	1	4	6	6	11	26	7
Vocational-Technical Institute	27	10	0	7	3	0	34	13	0
Students, Total	135	62	24	42	19	17	177	81	41
Twelfth Grade	10	20	7	12	8	9	22	28	16
Community College	40	20	6	13	7	6	53	27	12
Vocational-Technical Institute	85	22	11	17	4	2	102	26	13
K-12 Administrators	8	32	1	5	45	1	13	77	2
Representatives of Agriculture	13	14	8	13	12	9	26	26	17
Representatives of Business	14	22	12	10	26	15	24	48	27
Representatives of Labor	10	12	4	9	6	7	19	18	11
Representatives of State Agencies	8	23	2	9	20	0	17	43	2
Others	7	24	10	17	17	15	24	41	25
TOTAL	233	242	66	128	186	85	361	428	151

QUESTION 37. TEACHERS OF VOCATIONAL EDUCATION CLASSES DO A BETTER JOB IF THEY HAVE BACHELOR'S DEGREES

Responses by Occupational Groups	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	True	False	Don't Know	True	False	Don't Know	True	False	Don't Know
Teachers, Total	16	65	14	10	47	27	26	112	41
K-12	8	18	5	8	33	18	16	51	23
Community College	8	15	5	1	7	7	9	22	12
Vocational-Technical Institute	0	32	4	1	7	2	1	39	6
Students, Total	34	117	69	6	29	43	40	146	112
Twelfth Grade	4	17	16	2	11	15	6	28	31
Community College	13	32	20	3	11	12	16	43	32
Vocational-Technical Institute	17	68	33	1	7	16	18	75	49
K-12 Administrators	7	26	8	4	32	14	11	58	22
Representatives of Agriculture	9	15	10	12	14	11	21	29	21
Representatives of Business	12	23	13	10	10	24	22	33	37
Representatives of Labor	2	18	6	1	12	6	3	30	12
Representatives of State Agencies	5	23	5	4	20	6	9	43	11
Others	5	22	12	7	24	18	12	46	30
TOTAL	90	309	137	54	188	149	144	497	286

QUESTION 38. HOMEMAKING CLASSES ARE PRIMARILY CONCERNED WITH TEACHING GIRLS TO BE GOOD WIVES

Responses by Occupational Groups	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	True	False	Don't Know	True	False	Don't Know	True	False	Don't Know
Teachers, Total	16	65	14	11	57	17	27	122	31
K-12	4	24	2	8	40	11	12	64	13
Community College	3	18	7	2	10	4	5	28	11
Vocational-Technical Institute	9	23	5	1	7	2	10	30	7
Students, Total	43	127	51	19	44	15	62	171	66
Twelfth Grade	3	26	8	13	12	3	16	38	11
Community College	11	40	15	1	20	6	12	60	21
Vocational-Technical Institute	29	61	28	5	12	6	34	73	34
K-12 Administrators	10	29	0	5	43	3	15	72	3
Representatives of Agriculture	11	14	4	11	18	7	22	32	11
Representatives of Business	7	27	13	5	29	16	12	56	29
Representatives of Labor	3	17	6	6	10	6	9	27	12
Representatives of State Agencies	2	23	8	7	18	4	9	41	12
Others	7	30	3	6	33	11	13	63	14
TOTAL	99	332	99	70	252	79	169	584	178

QUESTION 39. ALL HIGH SCHOOLS IN THE STATE ARE REQUIRED TO OFFER VOCATIONAL EDUCATION COURSES

Responses by Occupational Groups	Respondents With Vocational Training			Respondents Without Vocational Training			Total		
	True	False	Don't Know	True	False	Don't Know	True	False	Don't Know
Teachers, Total	19	40	35	21	17	53	40	57	88
K-12	6	12	13	15	12	39	21	24	52
Community College	8	10	9	4	2	9	12	12	18
Vocational-Technical Institute	5	18	13	2	3	5	7	21	18
Students, Total	52	46	121	19	14	45	71	60	166
Twelfth Grade	9	9	19	5	5	19	14	14	38
Community College	17	10	39	6	3	17	23	13	56
Vocational-Technical Institute	26	27	63	8	6	9	34	33	72
K-12 Administrators	19	15	6	23	24	4	42	39	10
Representatives of Agriculture	8	13	13	4	9	19	12	22	32
Representatives of Business	8	12	31	3	13	35	11	25	66
Representatives of Labor	1	10	15	4	4	13	5	14	28
Representatives of State Agencies	6	9	18	5	12	13	11	21	31
Others	7	13	20	9	12	29	16	25	49
TOTAL	120	158	259	88	105	211	208	263	470